DOCUMENT RESUME

ED 283 144 CS 210 408

AUTHOR Pitman, John C.
TITLE Language Arts Resource Guide K-12.
INSTITUTION Rhode Island State Dept. of Elementary and Secondary Education, Providence.
PUB DATE Mar 86
NOTE 199p.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC08 Plus Postage.
DESCRIPTORS *Curriculum Development; Educational Research; Elementary Secondary Education; English Curriculum; Integrated Curriculum; *Language Arts; Listening Skills; Program Content; Program Descriptions; *Program Development; Reading Instruction; *Resource Materials; Speech Communication; Writing Instruction
IDENTIFIERS Research Trends; Rhode Island State Department of Education

ABSTRACT

One of a series designed to help districts refine and upgrade their current curricular offerings, this resource guide deals with the development of a unified K-12 language arts curriculum that combines the four major language arts components of listening, speaking, reading, and writing. Following a brief foreword and list of acknowledgments, the first three chapters provide the user with information on (1) trends in the research; (2) suggestions for applying research trends in the classroom; and (3) suggestions that will assist language arts curriculum development groups design and refine their language arts curriculum. Specifically, the first chapter presents an overview of the Basic Education Program (BEP) for Rhode Island public schools. The second chapter provides definitions and a review of selected language arts research trends, while the third chapter deals with constructing a K-12 language arts program. The last two chapters constitute a resource section that contains selected language arts program abstracts and other program information, including an extensive bibliography. Two appendixes contain evaluation criteria and a copy of the brochure, "Essentials of English" from the National Council of Teachers of English. (NKA)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED283144

LANGUAGE ARTS RESOURCE GUIDE K - 12

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

John C. Pitman

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

RHODE ISLAND DEPARTMENT of

ELEMENTARY and SECONDARY EDUCATION

22 Hayes Street, Providence, RI 02908

CS210408

Division of School Support Services

March 1986

BEST COPY AVAILABLE

RHODE ISLAND BOARD OF REGENTS FOR ELEMENTARY AND SECONDARY EDUCATION

Augustine Capotosto, Jr., Ph.D., Chairman

Albert E. Carlotti

William J. Corr, Jr.

James M. Dillon

Phyllis Field

Juan Franciso

Jo Eva Gaines

Senator Donald R. Hickey

Frederick Lippitt

Lorena Murphy

Representative Robert S. Tucker

Rhode Island Department of Elementary and Secondary Education

J. Troy Earhart, Commissioner

Edward Costa, Director, Division of School Support Services

John C. Pitman, Curriculum Specialist, Basic Skills Priority Project

The Board of Regents does not discriminate on the basis of age, sex, race, religion, national origin, color or handicap in accordance with applicable law and regulations.

TABLE OF CONTENTS

Foreword vi
Acknowledgements vii

CHAPTER ONE - OVERVIEW 1
Introduction 1
Purposes 2
Problems in Developing a K-12 Language Curriculum 2
Summary 15

CHAPTER TWO - DEFINITIONS AND A REVIEW OF SELECTED LANGUAGE ARTS RESEARCH TRENDS 16
Introduction 16
Section One: Definition of Language Arts 18
Overview 18
Research - Defining Language Arts 18
Research - Elements of the Language Arts Curriculum 19
Application - Principles of Language Arts Curriculum Development 21
Application - Approaches for Unifying the Language Arts Curriculum 22
Section Two: Trends and Applications for Speaking and Listening 26
Overview 26
Research - Scope and Sequence 26
Application - Scope and Sequence 29
Research - Variations in Learning Rates and Styles 31
Application - Variations in Learning Rates and Styles 34
Research - Evaluation 35
Application - Evaluation 36
Application - Reinforcement in the Content Area 36
Section Three: Trends and Applications for Writing 38
Overview 38
Research - Scope and Sequence 38
Application - Scope and Sequence 42
Research - Variations in Learning Rates and Styles 44
Application - Variations in Learning Rates and Styles 49
Application - Evaluation 61
Application - Reinforcement in the Content Areas 63
Section Four: Trends and Applications for Reading 66
Overview 66
Research - Scope and Sequence 67
Application - Scope and Sequence 73
Research - Variations in Learning Rates and Styles 78
Applications - Variations in Learning Rates and Styles 85

Application - Evaluation..... 87
Application - Reinforcement in the Content Areas..... 90
Summary..... 93

CHAPTER THREE - CONSTRUCTING A K-12 LANGUAGE ARTS PROGRAM. 96
Introduction..... 96
Section One: Basic Education Program Requirements... 96
Organization of the BEP..... 97
Basic Education Program Standards..... 97
Generic Standards..... 99
Language Arts/English Standards..... 99
Developing a Framework for the K-12 Language Arts Curriculum..... 101
Section Two: Program Implications for Local Districts..... 114
Introduction..... 114
Systematic Inservice Training Programs..... 114
Parent Awareness/Training..... 115
Reinforcing Language Arts in the Secondary Grades..... 116
Secondary Thinking/Learning/Study Skills Program..... 117
Summary..... 118

CHAPTER FOUR - LANGUAGE ARTS PROGRAM ABSTRACTS..... 120
Introduction..... 120
Summary of Program Abstracts..... 121
Program Abstracts - K-6
Andover's Integrated Reading System..... 124
Bristol's Comprehensive Reading/Language Arts Curriculum..... 126
Cranston's Comprehensive Reading Program, K-6... 128
Early Prevention of School Failure..... 131
HOSTS: Help One Student to Succeed..... 133
Project Exceptionally Ready..... 135
Learning to Read Through the Arts..... 137
Writing Program - Lincoln School Department..... 139
Narragansett School Department Reading Language Arts Curriculum, K-6..... 141
The Providence Reading Language Arts Program.... 143
Quill: Writing With a Computer..... 145
TALK: Teaching Activities for Language Knowledge..... 147
Program Abstracts Grades-7-12
Bristol's Secondary Thinking/Learning/Study Skills Program..... 150
Cranston's Comprehensive Reading Program, 7-12.. 152
Johnston's Learning/Study Skills Program..... 155
Reading Power in the Content Areas (VPP)..... 157
West Warwick's Writing Program, "Writing is a Blank!"..... 159

CHAPTER FIVE - RESOURCES AND BIBLIOGRAPHY..... 162
Introduction..... 162
Resources: Rhode Island Department of Education..... 162
Resources: State, Regional, National..... 167
Bibliography..... 174
Chapter 1-3 References..... 178

APPENDIX A: Criteria for Evaluating Instruments and Procedures for Assessing Speaking and Listening..... 185

APPENDIX B: Essentials of English..... 187

FOREWORD

The Rhode Island Board of Regents for Elementary and Secondary Education and the Department of Education have long been concerned with assisting the state's local school districts in developing and refining their curricula. Improving student performance in the basic skills has been a top priority of the Board and the Department since the mid 70s.

Over the past five years, the Department has been developing and refining a comprehensive Basic Education Program (BEP) for Rhode Island public schools. The Basic Education Program was adopted by the Regents on May 23, 1985. All public school districts must meet all of the BEP Standards by September 1, 1990. In short, Rhode Island is ready to institute and support major efforts to improve the overall quality of public education in our State's public elementary and secondary schools.

This Language Arts Resource Guide, K-12, is one of a series of resource and support documents designed to help districts refine and upgrade their current curricular offerings. This guide deals with the development of a unified K-12 language arts curriculum which combines the four major language arts components of listening, speaking, reading, and writing. The first three chapters provide the user with information on: (1) trends in the research; (2) suggestions for applying the research trends in the classroom; and (3) suggestions that will assist language arts curriculum development groups design and refine their language arts curriculum so that it conforms with both generic and specific BEP standards. The last two chapters constitute a resource section which contains selected language arts program abstracts and other program information. I hope you will find this document, and those to follow, practical and useful. I encourage you to share your programs with us and to contact other professionals working on the language arts, e.g. those listed in Chapter Four, "Language Arts Program Abstracts".

We are committed to assisting our local school districts continue to strengthen the quality of their curricula, with particular emphasis on the basic skills. The role of the Department is to establish general directions for quality education and to support such directions with technical assistance and resource materials.

J. Troy Earhart

J. Troy Earhart
Commissioner

February, 1986

ACKNOWLEDGEMENTS

A number of people deserve special thanks for their contributions of both ideas and time to this resource guide. Assistance in the development of this guide has come from staff of the Rhode Island Department of Education and from the larger Rhode Island "Educational Community" which includes higher education professors, local school teachers and administrators and representatives from the various language arts professional associations, in particular, the Rhode Island Consortium on Writing, the Rhode Island Council of Teachers of English, and the Rhode Island State Council of the International Reading Association (including the four local councils).

The principal author and editor for this guide is Dr. John C. Pitman, Rhode Island Department of Education, Division of School Support Services, Basic Skills Priority Project.

An extensive group of local school district teachers, administrators, specialists and higher education professors served as reviewers and provided valuable insights and often specific materials and suggestions which are incorporated in this guide. The review group are as follows:

Mrs. Judith Aiello, Reading/Language Arts Coordinator, Narragansett School Department
Mrs. Mary E. Chirico, Administrator of Reading Services, K-12, Johnston School Department
Mrs. Catherine Ciarlo, Director of Reading Services, Cranston School Department
Mrs. Roberta Costa, NDN Developer/Demonstrator, Cranston School Department
Dr. Margaret Day, Chapter I Teacher, Cranston School Department
Dr. Marie DiBiasio, Manager of Instructional Services, Bristol School Department
Mrs. Joyce Duerr, Principal, Tower Street School, Westerly School Department
Ms. Nancy Folgo, Teacher, J.F. Deering Junior High School, West Warwick School Department
Mrs. Marie Hanley, Elementary Curriculum Consultant, Lincoln School Department
Mrs. Shirley Hewitt, Teacher, Warwick School Department
Ms. Linda Hogan, Teacher, Narragansett School Department
Dr. Ben McClelland, Director, Rhode Island Consortium on Writing, Rhode Island College
Ms. Arlene Militello, Teacher, Davisville Middle School, North Kingstown School Department
Mr. Edward J. Mitchell, Principal, Edgewood Highlands School, Cranston School Department
Dr. Charles Mojowski, Executive Director, Rhode Island Association of School Principals
Dr. Mary O'Brien, Assistant Superintendent for Elementary Education, Providence School Department

Dr. Richard C. Oswald, Principal, Ponagansett High School,
Foster/Glocester School Department
Mr. Robert Roberti, Director of Reading, Providence School Department
Dr. Robert Schwegler, Associate Professor, University of Rhode Island
Dr. Ezra Steiglitz, Professor of Education, Rhode Island College

Secretarial support throughout the development of this resource guide was provided by Jean M. Abbatematteo and Lorna J. DiGiorgio.

CHAPTER ONE

OVERVIEW

Introduction

The Basic Education Program (BEP) for Rhode Island Public Schools, May 1985, presents a series of standards which all Rhode Island public schools must meet by the beginning of the school year 1990-1991. This language arts resource guide is designed to assist school district personnel as they further develop, revise and refine their current language arts programs for grades K-12. The information, suggestions and model programs presented in this resource guide show the user how current research and theory can be applied to K-12 grade language arts programs in ways which meet and, in many cases, extend the basic education program standards for the language arts.

The specific organization of this resource guide is as follows:

Chapter 1
- Introduction
- Problems in Developing a K-12 Language Arts Curriculum
  - o Operating a Continuous Progress Program
  - o Providing for Varying Learner Needs
  - o Integrating Language Arts in the Secondary Grades
- Summary

Chapter 2
- Introduction
- Definition of Language Arts
- Trends and Applications for Speaking and Listening
- Trends and Applications for Writing
- Trends and Applications for Reading
- Summary

Chapter 3
- Introduction
- Basic Education Program Requirements
- Developing a Framework for the K-12 Language Arts Curriculum
- Program Implications for Local Districts
  - o Systematic Inservice Training Programs
  - o Parent Awareness/Training
  - o Reinforcing Language Arts in the Secondary Grades
- Summary

Chapter 4
- Introduction
- Elementary Grades - Program Abstracts
- Secondary Grades - Program Abstracts
- Summary

Chapter 5
- Introduction
- Resources Within the Department of Education
- Other Selected Resources
- Bibliography

Purposes

1. To assist local school district personnel in developing a unified K-12 language arts curriculum

2. To provide a summary of selected research findings in language arts

3. To suggest some practical applications of the research findings

4. To discuss some specific suggestions for developing a written K-12 language art curriculum that will meet BEP requirements

5. To describe selected language arts programs, covering grades K-12, that are currently operating in local school districts and that can be adopted/adapted to fit the user's school district

6. To provide a listing of available resources in the area of language arts

Problems in Developing a K-12 Language Arts Curriculum

In an earlier volume entitled, Essential Components of and Procedures for the Development of a Written K-12 Curriculum (April 1985), the Department of Education discussed nine essential components of a district's overall curriculum development program. Two of those components: (1) the relationship of special populations programs to the central K-12 scope and sequence; and (2) the definition of key elements of classroom instruction, pose particular problems for the developers of a K-12 language arts curriculum. Three of these problems, in the form of key questions are discussed here.

Question One -- Operating a Continuous Progress Program

HOW CAN ONE APPLY AN INDIVIDUALIZED CONTINUOUS PROGRESS SYSTEM WITHIN OUR TRADITIONAL GRADED SYSTEM?

Introduction - There is no single or best answer to this question. It is clear that researchers have long studied and debated the twin issues of, "How much time is needed for instruction and learning?", and "How can schools best organize to facilitate instruction and learning?" Bloom (1968 & 1974) and Carroll (1963) felt that practically all students can "master" all material given "appropriate instruction" and "sufficient time."

Many of the more recent researchers such as Anderson (1980), Stallings (1980) and Harnischfer and Wiley (1976) who have been studying effective schools, have also addressed the question of time for learning and have noted that "time on task" is quite a complicated concept which involves the division of the total time available into the uses to which that total time is put -- ranging from the total time allocated for instruction (instructional time) to the amount of time a given student actually spends actively learning a particular learning outcome (learning time).The point is, that the quality as well as the quantity of instructional and learning time is most important.

Finally, additional researchers have studied the operation of our schools and offered suggestions for curriculum changes that range from modifying present traditional organizations (Boyer 1983 and Goodlad 1984) to rather major redesigns of the traditional curriculum and graded structure (Sizer 1984 and Adler 1982). In all cases, the position of

language arts is the central element. The importance of language arts cannot be over stressed. A person who does not master written and spoken language early will not be able to succeed in school and will be at a growing disadvantage in the larger society.

Graded System - The graded classroom organization employed by the large majority of our schools is predicated upon the idea that an "average" student can do a given amount of work in a single school year. Since most school systems are graded, curriculum developers have designed curricular materials to follow the progress of the "average" student through the grades. In some cases separate curricula materials have been developed to provide for special learning needs, such as, compensatory education students, special education students, limited English proficient students and gifted and talented students. The problem is that the very wide range in background experiences of children and consequently their ability to use language when they enter school requires that teachers provide for individual student differences to insure that all students master basic language skills.

Continuous Progress System - The following five items define a continuous progress system.

1. Particular student objectives, skills and abilities are clearly stated.
2. Instructional activities, tied to the objectives, skills and abilities, are provided.
3. Test items are directly related to the stated objectives, skills and abilities.
4. A student monitoring system is employed which shows the objectives, skills and abilities that are passed or in need of reteaching.
5. A permanent record of the student's progress on the objectives, skills and abilities moves with the student as he/she moves through the grades.

A skill or set of skills may "normally" be completed at a given grade level but will be worked on until mastered regardless of the actual grade a student is in. If a given student is behind in too many objectives, a decision may be made to "hold back" the student, or to develop some alternative to the graded system. In effect, a continuous progress system allows all teachers in a given building or school system to track a given student's progress and "pick-up where the last teacher left off" regardless of the grade level. Obviously there is a point at which the system can no longer "stretch" without either holding a student back or providing more time through some type of special program.

Whether a school district develops their own scope and sequence of objectives, skills and abilities for the language arts curriculum or adopts/adapts the implicit curriculum of the commercial materials selected, it is important to realize that the given scope and sequence should be considered a general guide which states specific skills to be mastered by most students at the end of any given grade level. A scope and sequence provides a set of target skills.

Chapter 2 provides a review of the literature both in terms of research trends and major position statements of selected language arts associations. The main point here is that school systems must establish a set of objectives, skills and abilities for the language arts that allow for the tracking of individual student progress while that student is progressing through a graded system.

Question Two -- Providing For Varying Learner Needs

> WHAT DOES ONE DO WITH THOSE STUDENTS WHO ARE TWO OR MORE GRADE LEVELS ABOVE OR BELOW THE AVERAGE SCOPE AND SEQUENCE?

Introduction - Again, there is no single or best solution. The problem here is developing ways to serve the needs of those students who represent the extremes of learning rates. Even when the classroom teacher uses flexible grouping techniques, multiple learning activities for the stated objectives and a wide variety of instructional materials, some students will not be able to keep pace with the stated scope and sequence. The students who fall behind (i.e. those that learn at a slower rate than that required to stay on schedule with the scope and sequence in a given grade) will tend to get further behind with each successive grade until it becomes practically impossible to "catch up" with their chronological age-grade level.

Currently, all districts receive federal and state categorical monies for compensatory education (Chapter One and Section 4) and special education. Many districts receive limited English proficient and gifted and talented funds.

Following are brief definitions of the programs serving special populations that receive Federal and State categorical funding.

Compensatory Education - The curriculum objectives for the students in the district's compensatory education programs (Chapter 1 and Section 4) should be the same as those found in the central language arts curriculum. The goal of these programs is to provide extra help, extra time, and specialized

materials to selected students so that they may move back or "mainstream" into the central curriculum scope and sequence at a point appropriate to the grade, age and instructional level of the student. Because Chapter I programs serve those students who are most in need of remediation, there are two major differences necessary to the selection and presentation of curriculum objectives. First, objectives must be drawn from many levels of the central curriculum in order to meet the individual needs of compensatory students. Second, the range of instructional approaches and instructional materials must be considerably broader than is typically employed in the regular classroom.

Special Education - The special education population covers a wide variety of student disabilities including physical, mental and emotional handicaps. The degree of handicap(s) range from severe (requiring special programs, special facilities and perhaps special institutions) to moderate and mildly handicapping conditions that can be handled through special classes and resource rooms in the local school districts. The group considered in this guide are those students with moderate and mildly handicapping conditions who are functioning academically one to three years behind their age-level peers in regular classes. These students can be expected to achieve a core of language arts objectives that will enable them to function independently in society, provided that the instruction is structured around concrete and practical applications of knowledge. The regular classroom teachers need to work closely with the special

education teachers to insure that the program designed and implemented by the special education teachers is reinforced when the special education students are in the regular classrooms. Formal time for such articulation activities is necessary.

Gifted and Talented - The curriculum objectives for gifted and talented students build upon the central language arts curriculum. The amount of time needed to master the central scope and sequence objectives may be considerably less than that allowed in the regular curriculum. Consequently, a student can: (1) move more quickly through the central curriculum-acceleration; (2) take advanced work beyond the central curriculum-extension; or (3) do additional higher level work for the objectives in the central curriculum--enrichment. The philosophy of the local school district will determine the direction of the gifted and talented curriculum. Periodic evaluations will determine if a student remains in the gifted and talented program. Also, a district may select more than one program approach for the gifted and talented students, e.g., enrichment (grades 3-12) with extension for those students who chose to take course work beyond the 12th grade (advanced placement, concurrent enrollment, etc.).

Limited English Proficient - The primary objective of a specially designed program for limited English proficient (LEP) students is to teach the students English and provide for instruction in the content areas either in the native language or through English as a second language methods while

the LEP students are learning English. The goal is to move the LEP student into and through the K-12 central curriculum, beginning with the grade most appropriate to the age and ability of a given student. If content area instruction is not addressed in methods appropriate to LEP students, the individual will fall behind in content area objectives and will need to be placed in a remedial program. The amount of remediation needed before the LEP student can move into the central language arts curriculum will depend upon the initial proficiency of the LEP student in his native language, his or her proficiency in English and the amount of time it takes the student to become proficient in English.

Reinforcement of Special Populations Programs by the Local District - Even though all districts operate various types of special programs for students at the learning extremes, there is still a need for local school districts to design programs that assist local classroom teachers with those students whose needs are not met through State or Federally funded programs.

The following types of services should be made available to classroom teachers to enable them to better meet the needs of special population students:

1. Diagnostic Testing Services - classroom teachers need to know what tests are available, who provides testing assistance and how referals are to be made. Effective diagnostic testing will insure more effective instructional placement.

2. Designing Learning Activities - specialists and resource teachers should assist the classroom teachers in designing learning activities that will insure that regular classroom instruction and special program activities reinforce one another.

3. Providing Special Materials - specialists and resource teachers should inform classroom teachers about special materials available within the school system and help classroom teachers in selecting appropriate materials for special needs students.

4. Providing Scheduled Time for Planning - administrators need to build in planning time for classroom teachers, specialists and resource teachers to plan cooperatively.

In the final analysis, the needs of students who are considerably above or below the "average" scope and sequence for a given grade level can only be met if resource teachers and specialists work very closely with the regular classroom teachers. Administrators must be willing to accept the responsibility for providing the necessary time and services and to insure that close coordination between teachers and specialists is practiced.

Following are a number of suggestions showing how specialists and classroom teachers can interact at the elementary and secondary school level, to tailor the developmental language arts program to students whose instructional needs are not being met in their present classroom placement.

Elementary School

** Specialist serves as program developer with the aid of the classroom teacher to address the instructional needs and interests of students.

- o Develop program using literature and correlated instructional packets
- o Develop instructional packets as a resource for the classroom teacher addressing a skill area such as:
  - vocabulary development
  - main idea

drawing conclusions

study skills

spelling

writing

o Develop instructional techniques to integrate reading skills with content areas such as:

study guides

listening guides

advanced organizers

previewing

predicting

** Specialist serves as a diagnostician to:

o evaluate formally/informally individual students to determine instructional reading level, needs, and interests

o evaluate a group(s) of students to determine appropriate placement, and strengths and weaknesses to aid student pacing in the language arts program

** Specialist serves as a demonstrator to classroom teachers/ principal.

o Working in the classroom setting to demonstrate instructional strategies such as modeling, coaching, directed guided practice

o Demonstrating new materials

o Demonstrating teaching techniques such as DRA/DRTA, Language Experience, pre-writing activities

** Specialist serves as an in-service provider to develop teacher awareness and skills in the language arts area.

** Specialist serves as a resource person to select and distribute appropriate materials to classroom teachers.

** Specialist serves as an instructor to pupils in or out of the classroom to reinforce, re-instruct, introduce, and supplement reading instruction.

Secondary

** Specialist serves as resource to classroom content area teachers:

- o to select and distribute materials to content area teachers
- o to review content area texts to determine readability
- o to demonstrate instructional strategies such as modeling, coaching, and guided practice
- o demonstrate instructional techniques such as:
  - advanced organizers
  - study guides
  - listening guides
  - note taking

** Specialist serves as an instructor by providing directed instruction to students.

** Specialist serves as a diagnostician by

- o evaluating students" strengths and weaknesses
- o providing suggestions for remediation
- o reporting results to the classroom teacher

** Specialist serves as an in-service provider to develop teacher awareness and skills in the language arts areas.

** Specialist serves as a team teacher providing instruction in appropriate reading skills while the content teacher provides content instruction.

Question Three - Integrating Language Arts In The Secondary Grades

HOW CAN ONE REALISTICALLY PROVIDE INTEGRATED LANGUAGE ARTS DEVELOPMENT IN THE SECONDARY GRADES?

Introduction--this third general problem for the developers of a language arts curriculum concerns both the organization of a typical secondary school and the traditional design of the secondary English program.

Departmentalized Organization - The secondary grades-- particularly a 9-12 or 10-12 school--are typically organized by content departments, e.g. science, mathematics, social studies, English, foreign language, business/vocational, health/physical education, etc. The departments offer a variety of courses, with the focus of each course being a body of content, typically following the arrangement of the content in the selected course text(s) and augmented by supplementary text materials and the teacher's lectures and notes.

It is logical that a teacher's primary orientation is to a given content area and to the various courses he or she teachers. Clearly, the integration of language arts skills and abilities into the various content areas will be far more difficult when one must operate through several departments, each composed of several teachers, than in a typical self-contained elementary school classroom where one teacher teaches all subjects. However, not all elementary school teachers, in fact, integrate language arts skills and abilities into their "subject area periods." The first part of addressing the integration of language arts in the secondary grades then, involves establishing a process or

set of formal procedures that will assist secondary school personnel to coordinate their curriculum through cooperative planning both within a given department and between departments. Better coordination within and between departments of itself will not necessarily result in integrating language arts skills and abilities into the content areas.

Integrating Selected Language Arts Skills - The second part of the problem involves defining the role of the secondary English teachers and then establishing the role of content area teachers in selectively reinforcing language arts skills and abilities. The Basic Education Program recognizes that the Language Art/English curriculum bears the major responsibility for introducing and developing language arts skills and abilities (Chapter 2 defines the components of a K-12 language arts program and presents a review of the research and suggestions for application). The BEP also requires that selected language arts skills as well as study skills and reasoning and analysis skills be automatically reinforced by all curricular areas. The clear assumption here is that language arts development along with higher order thinking skills are central to all teaching and must be reinforced by all teachers. The specific BEP requirements and implications for developing a K-12 language arts curriculum are presented in Chapter Three.

The development of an integrated language arts curriculum in the secondary grades will require:

1. The development of a process for systematic coordination of the curriculum within and between departments, and
2. The definition of those language arts skills and abilities that are central and must be reinforced across all curricular areas.

Summary

This language arts resource guide is designed to provide useful information on the language arts which can be used by teachers, administrators and curriculum developers. Materials in the guide are tied to the standards for language arts/English contained in the Basic Education Program for Rhode Island Public Schools (BEP). Further, specific suggestions for developing a K-12 language arts curriculum are tied to the more general Department of Education guide, Essential Components of and Procedures for the Development of a Written K-12 Curriculum.

Three problems in developing a K-12 language arts curriculum are: (1) operating a continuous progress program in a graded system, (2) providing for varying learner needs through special categorical funding and by local district efforts, and (3) integrating language arts in the secondary grades. In the next chapter the research and literature base are reviewed and selected implications for instruction are provided.

CHAPTER TWO

DEFINITIONS AND A REVIEW OF SELECTED LANGUAGE ARTS RESEARCH TRENDS

Introduction

This chapter is divided into four major sections which are:

Section One: Definition of Language Arts;

Section Two: Trends and Applications for Speaking and Listening;

Section Three: Trends and Applications for Writing; and

Section Four: Trends and Applications for Reading.

Each section begins with a brief overview. Following the overview, selected research trends and/or general directions are discussed. Following the research discussion for a given topic is a section showing the reader how the research trends might be applied. This type of organization allows various readers to use those portions of the document that best meet their needs. A classroom teacher may wish to go directly to the application sections. A reading/language arts specialist may wish to read the research sections and follow up by going to some of the noted sources.

The information in this chapter and succeeding chapters is designed to meet the needs of all those who have a role in developing language arts--that includes the entire staff. Elementary school teachers and secondary school English teachers are directly responsible for teaching the language arts curriculum. Developmental reading teachers, remedial reading teachers and all specialist and resource people working with the language arts are responsible for working with

the classroom teachers, providing direct specialized instruction and for participation in their district's language arts curriculum development and revision efforts. Building administrators and department heads need to be knowledgeable about language arts in order to effectively supervise the activities of their teachers. Central office personnel must support and direct language arts curriculum development and revision activities. They must also be advocates for adequate inservice training programs.

Finally, there are bound to be some areas of language arts research and/or particular points of view that are not mentioned in this document. Also, many readers may know of some excellent applications for various research trends which are not included here. Periodic supplements to this guide in the form of new research findings and suggested applications will be sent out by the Department of Education. If a reader has information he or she feels should be included in such a supplement, please contact the Department of Education, Division of School Services. The point is this guide should be viewed as a dynamic document. It is hoped that users will add their own materials to this guide where appropriate.

SECTION ONE

DEFINITION OF LANGUAGE ARTS

Overview

This section provides: (1) a definition for language arts and a position statement of the Rhode Island Department of Education; (2) principles of language arts curriculum development; and (3) approaches that can be used to unify the language arts curriculum.

Research--Defining the Language Arts

Language arts is concerned with the development of all the skills, abilities, concepts, attitudes and values that, collectively, enable a person to communicate effectively with others and with themselves. The communication employed may be verbal, written, visual or internal.

The following statement taken from the 1981 Connecticut Language Arts Guide provides a clear and concise statement of the goal of language arts curriculum development:

> The goal of language arts curriculum writers is to design a program that promotes the development of mature concepts, proficiency in skills and appropriate attitudes about oral and written language. The program may isolate for a brief period one aspect of learning, such as reading for the main idea, capitalization, or imagery. Its overriding basic principle, however, is student development in the integrated arts and skills of language" (Emphasis added). (p. 19)

The relationship of the language arts to thinking processes is central and of major importance. More will be said about this point in the following sections. The point here is that oral and written communications are the means by which a person passes on his or her ideas to others. One's oral and written communications are also the tangible products that are used by others to evaluate a person's ideas.

The ultimate goal of language arts instruction is to reach the point where one has developed his communication skills to the point where he is able to: (1) monitor his own communications; (2) identify weaknesses in his thinking processes as reflected in his oral and written communication; and (3) apply appropriate corrections.[1] In effect, such a person has become an independent learner, one who has learned how to learn and communicate effectively. The ideal goal is for all students to reach this point by the time they graduate from high school.

Research--Elements of the Language Arts Curriculum

There are four major elements which, collectively define the language arts curriculum:

1. Listening;
2. Speaking;
3. Reading; and
4. Writing

In current practice listening and speaking are typically combined; reading and writing are more apt to be treated separately. In many elementary schools, language arts and reading are offered as two separate curricula. Typically, language arts involves all the language skills not taught in the reading curriculum. In the secondary schools language arts and reading are traditionally combined into one curriculum called "English". The separation of the language arts elements into separate curricula greatly increases the difficulties of, "integrating

---

[1]Referred to in the literature as metacognition.

the arts and skills of language". Further, separating language arts elements is directly counter to the research trends discussed in the following sections. Consequently, it is the position of the Rhode Island Department of Education that:

> A UNIFIED K-12 GRADE LANGUAGE ARTS CURRICULUM SHOULD BE DEVELOPED.

This unified curriculum should have the potential to integrate all the curricula in a given school system.

Because of the pervasiveness of language skills, systematic communications with the content area teachers must be established and maintained; and a language policy that stretches across the curriculum should be developed. Such a policy should state the extent to which teachers of other content areas will reinforce selected language arts learning outcomes and objectives. Stated simply, the research clearly shows that the full development of language arts skills requires constant reinforcement across the curriculum. If students are only expected to exhibit "correct" language skills (oral and written communication exercises) in English classes, the message being given to students is that "correct" language usage lies only in English classes. A starting point for a secondary school could be to establish some basic standards of expectations for language reinforcement and the development of thinking skills across the curriculum. This topic is discussed in detail in Chapter Three.

Application - Principles of Language Arts Curriculum Development

The following principles governing the development, revision and/or selection of a language arts curriculum are offered as guidelines. These guidelines are consistent with those sections in the Basic Education Program for Rhode Island Public Schools that address language arts. The review of the trends in language arts research presented in the next three sections is organized around these five principles. The language arts program abstracts in Chapter Four also address these same principles. The five principles are as follows:

1. The unified language arts curriculum should be sequential and encompass grades K-12;

2. The unified language arts curriculum should be flexible enough to provide for the wide variation of skills and abilities of individual students and provide for and be clearly tied to the Special populations, i.e. compensatory education (Chapter I), special education, limited English proficient (LEP), and gifted and talented;

3. The unified language arts curriculum should provide learning activities that address various student learning styles e.g. aural, visual, tactile;

4. The evaluation of the unified language arts curriculum should be directly tied to the specific objectives and be consistent with the content and learning activities;

5. At the secondary school level, all content area departments must reinforce selected reading writing, speaking, and listening skills.

Although not quite in the same category as the previous five principles, two other concepts are very important. They are:

1. The unified language arts curriculum should contain both objectives and learning activities designed to address affective student outcomes; and

2. Recent research trends focus heavily on relatively new process approaches to language arts which are quite different from traditional language arts approaches. Consequently, the provision of inservice training for all teachers in these

new approaches is key to the success of a unified language arts curriculum (This topic is discussed in Chapter Three.)

Application-- Approaches for Unifying the Language Arts Curriculum

There is no generally accepted or superior approach that should be used. The following suggestions provide a range of possible instructional approaches for unifying language arts subject matter. The first six examples have been adapted from Connecticut's Language Arts Guide.

Several of the following approaches may be used by a given teacher during a school year. The key point is that the teacher needs to incorporate language arts activities into the theme, project, reading etc. In practically all cases, the teacher can follow a process that involves; (1) preparing students for a task assignment, etc., (2) having students do the task assignment, etc. (read it, write something, watch a TV show etc.) and, (3) having the students follow-up the assignment.

APPROACHES FOR UNIFYING THE LANGUAGE ARTS CURRICULUM

1. Language Arts Projects--Examples include things such as a school newspaper, and a literary magazine. The paper or the magazine is the focus used to develop students' language arts skills. Students need to read articles, write articles, talk with each other to decide what material to use, interview people for news items, etc. Specific language skills can be isolated and developed as needed either individually or in groups. The project provides a real purpose for the activities.

2. Reading-Centered Curriculum - In this case a reading selection is the focus about which language arts activities are integrated. The selection could be a poem, play, non-fiction article or work, or fictional short story or novel. The teacher can use the particular selection and conduct preparatory activities such as brainstorming, predicting outcomes, tying to background experiences, etc. Students then read the selection. After reading the selection the teacher can conduct comprehension activities verbally, in writing, by peer groups, etc. Follow up activities could address other similar selections, questions to be answered, etc.

3. Communication-Centered Curriculum - In this case, the focus of the language arts activities involves studying and comparing advertising approaches in the various media forms. How does advertising differ between print (newspapers, magazines, etc.), TV and radio? In addition to reading and writing skills, this approach brings out the relationships

between visual images and print, sound and pictures, etc. Such an approach should sensitize students to the importance of non-verbal language.

4. Language-Centered Curriculum - The unifying factor here is important conceptual statements about language such as, "language changes from place to place", language changes from situation to situation", "language changes from century to century" or "language shapes thinking". The importance of this approach is, in part, that it shows students that language is dynamic and not a formal set of arbitrary rules to learn.

5. Theme-Centered Program - This approach is similar to the language centered approach. The difference is that the "theme" selected may be broader than the study of language as such and include content from a variety of topics. Topics could include such things as, "Getting to Know More About My School," "Communications in the year 2,000", "Literature in Roger William's Rhode Island."

6. Interdisciplinary Studies - The focus here is similar to the theme centered approach except the integration of language arts skills with other subject areas is designed and operated cooperatively. Topics could include such things as, "Politics in America," "The 1930's", "Realities Forecast by Science Fiction." Teachers using this approach need to insure that the content focus does not overshadow the reinforcement of language arts skills.

7. Setting Up a School Writing Center - Such a center can be in the library or in a separate room. Students going to the center must write. Teachers from any content area can have books, articles, etc. placed in the center so that students can use the center to do follow-up writing assignments. Students may simply want to write on topics of interest to them.
8. Library - teachers and librarians work together in setting up assignments and/or library activities that reinforce language arts. These assignments can be tied to any of the earlier approaches or developed as independent activities.

SECTION TWO

TRENDS AND APPLICATIONS FOR SPEAKING AND LISTENING

Overview

Trends in the research regarding oral and written communication are drawn primarily from a major federal research initiative of the National Institute of Education. The project was operated by an organization called the Research and Development Interpretation Service. The products were books which presented research findings in terms of teacher questions. The volume used here is Research Within Reach: Oral and Written Communication (1984 reprint). This volume represents the work of a team of professionals in oral and written communication. The drafts were reviewed by selected college and public school experts. Consequently, the following general findings represent the consensus of the experts in oral and written communication.

The research trends in Section Two - Section Four are organized around four topics:

1. Scope and Sequence - information in this section is presented in chronological order, where this is possible, and focuses on the implications of background experience and maturation for teaching the language arts.

2. Variation in Learning Rates and Styles - information in this section relates to differences in learning rate and to learning styles, i.e. auditory, visual, kinesthetic and tactile.

3. Evaluation - the information here focuses on appropriate approaches for the evaluation of the language arts.

4. Reinforcement of Language Arts in the Content Areas - the information in this section focuses on the importance of teaching language arts "across the curriculum."

Research-Scope and Sequence

Children have an internal drive to learn language. Until the

1960's the behaviorist view of language acquisition was dominant. The behaviorist position held that children imitated tasks or small portions of a task that were shown to them. Through reward and punishment small chunks would be learned and combined into larger or more complex concepts. Research has now shown: "that language learning is fueled by forces within the child more than by external environment. Children produce language strings they could not possibly be imitating. They are creative". Further, "research indicates that language used simply for naming objects in the environment emerges as early, or even earlier, than language used for requesting objects to satisfy some need" (Dale 1976; Dore 1975).

Language develops in the context of experience. The richer and more varied the experience, the stronger the child's language (Holdzkom, et al, p. 30). Children's first words are acquired by playing games like peek-a-boo, by discovering and rediscovering objects, and by experiencing regularity and predictability. They acquire appropriately differentiated word meanings by coming in contact with objects that require new names.

Prior to school even children with little language facility exhibit the ability to creatively produce language to the point of several thousand "words", some of which are poorly differentiated. Johnson and Pearson (1978) cite a 1964 study by Monroe and Rogers which showed that the vocabularies of five-year-olds entering school ranged from 3,000 to 48,000 words. Johnson and Pearson note that, "these are words that children understand when they hear them spoken and that they use in their own speech. No two children's listening/speaking vocabularies

are exactly the same, although many common words are know by nearly all young readers. Most children, upon entering school, can read only a few of the words they understand and use in spoken English" (emphasis added). The meaning of the oral vocabularies of the children may diverge from the adult meanings. For example, "dog" may refer to all four legged creatures. As children learn how to differentiate or refine objects, the vocabulary grows (Clark, 1973).

The fact that children acquire virtually all patterns of sentence structure before entering school does not mean the job of formal oral instruction is unnecessary. Schooling exerts greatest impact on functional language, i.e. language learning which is used throughout one's life and which focuses attention on the purposes of the language. Teachers play an indispensable role in exposing students to a wide range of functions and guiding their continuous progress.

Application -- Scope and Sequence

In June of 1983 the Board of Regents for Elementary and Secondary Education adopted a regulation that graduation requirements for all students be based upon clearly identified competencies in the areas of reading, writing, speaking and listening, mathematics, reasoning and analysis, and studying. These competencies will be incorporated into the courses required for both college and career-bound students. Each high school must include in the curriculum the specified objectives of courses all students take at that level: English, mathematics, social science and history, science, arts, and computer studies. Following are the speaking and listening competencies.

RHODE ISLAND DEPARTMENT OF EDUCATION GRADUATION COMPETENCIES

FOR

SPEAKING AND LISTENING

- The ability to engage critically and constructively in the exchange of ideas, particularly during class discussions and conferences with instructors.
- The ability to answer and ask questions coherently and concisely, and to follow spoken instructions.
- The ability to identify and comprehend the main and subordinate ideas in lectures and discussions and to report accurately what others have said.
- The ability to conceive and develop ideas about a topic for the purpose of speaking to a group, to choose and organize related ideas; to present them clearly in Standard English; and to evaluate similar presentations by others.
- The ability to vary one's use of spoken language to suite different situations.

The major implications from the research findings on scope and sequence are:

- Teachers can expect a very wide range in the oral vocabularies of beginning students -- 3,000 to 48,000 words.

- These same students can read only a small percentage of their oral vocabulary. Text material such as basals recognize this fact.

- Teachers can, through oral approaches to instruction, access this much larger vocabulary.

- It is most important that teachers use approaches that let children build connections between their oral vocabularies and printed words as rapidly as possible. Two such approaches are discussed in detail later in this chapter, they are:
  Phonics (page 70-71), and
  Language Experience (page 70).

- Teachers need to expand the experiences of children, especially those with smaller oral vocabularies, so that they will develop the ability to better differentiate object, classes, categories, concepts, etc. This type of activity, in addition to expanding vocabulary and refining language structures, will also prepare students for higher order thinking skills.

- As students progress through the grades, the interrelationship of reading, writing, and speaking and listening becomes even stronger. For example, teachers can have students talk about a story, read the story and then discuss and/or write their reaction to the story. Techniques such as "Reading to Write", "Writing to Read", and "Writing to Learn" all involve oral discussion as part of the process.

- Oral instructional activities should be functional, i.e. based on real purposes for the use of oral language. The examples used and the sophistication of ideas and thinking expressed will increase as one moves through the grades. However, the end goals are that students will be able to orally express their ideas effectively in a variety of situations and contexts, and have developed the ability to monitor their own communication and correct as necessary.

Research -- Variations in Learning Rates and Styles

In order to best foster and sustain the pre-school language learnings in the classroom, one needs to develop language through activities that are purposeful and actively involve the students. Though discussed separately, speaking and learning activities involve reading and writing. It is clear from the research that drills divorced from purposeful communications will not work. Language development needs to:

- o be active;
- o be oral as well as silent; and
- o be conducted in small and large groups as well as individually.

Studies of the effectiveness of direct instruction of language, i.e. instruction not tied to a larger purpose such as a piece of writing or a speech, support the following three conclusions:

1. direct instruction in grammar does not improve expressive quality;
2. direct instruction in grammar does not "stick", the material is soon forgotten; and
3. direct instruction in grammar has a negative effect on students' attitudes toward English as a school subject (Elly et at, 1976)

Direct instruction is appropriate for some skills e.g. critical listening, selecting, arranging and presenting messages, giving and receiving constructive feedback, non-verbal communication. Grammar can,

of course, be taught, but this teaching should be done in the context of the student's own language patterns. Current research suggests that one approach to effective grammar instruction is conferencing where a student assesses a number of writing samples at a time in his/her own language pattern. The foregoing again points out the importance of relating a student's oral and written communications.

Listening involves a great deal more than simple hearing and recognizing speech. Listening is active and involves a purpose which in turn requires cognitive effort. The average speaker produces (says) about 150 words per minute. An average listener can take in information at more than twice that speed (Weaver, 1972). Clearly, a listener has time to do considerably more than just listen to the words of a speaker. One might process the speaker's ideas and connect them to one's own ideas, be preparing an answer, or be thinking about what is going on around the room. The point is, teachers can provide strategies for effective listening that will show students how to use their "listening time."

Listening also involves being able to correctly interpret the non-verbal cues given to a speaker by an audience of one or more. People may give positive cues such as nodding, writing down comments, looking at you. They may give negative cues such as yawning, frowning, talking to a neighbor or looking all around. The cues may be quite subtle, but they will be present. An effective speaker reads such cues and modifies his or her comments. Likewise a listener, who is aware of the various cues he or she is giving, can actively encourage or discourage the speaker. Teachers need to be aware that they

non-verbally communicate their feelings and expectations about students' aptitudes, behavior, values, etc., and that these messages may exert a profound influence on actual student achievement and actions. Students also need to recognize that what they say may be contradicted by their non-verbal communication.

Application -- Variations in Learning Rates and Styles

Teachers can better develop verbal language in the classroom if they:

- o create classroom climates in which talk is encouraged
- o respond to children's talk topically, not evaluatively
- o encourage playful, exploratory and imaginative talk
- o model the kinds of language abilities we hope students will acquire
- o encourage process learning over product learning since process classrooms insure the consistent use of a variety of language arts skills
- o develop student centered classrooms as opposed to teacher centered classrooms
- o "Write from the Start" - Donald Graves' approach where students write and then talk with the teacher and other about what they have written

Teachers can help students improve their listening skills by:

- o sensitizing them as to the importance of listening
- o motivating them as to the importance of listening
- o modeling effective listening behaviors
- o ensuring that their talk is "listenable" (easy to follow)

(Holdzkom, et at, p. 101)

Research -- Evaluation

Not all communication experiences should be evaluated, and those which teachers do choose to grade require an authentic context for communicating--a purpose and an audience. The evaluation of oral communication is difficult. Communication does not thrive in a climate of evaluation, which frequently engenders defensive reactions in speakers and listeners -- withdrawal, belligerence or distortion (Gibb, 1961). Many communication tasks bring forth high levels of situation-specific anxiety. A large minority of individuals experience generalized anxiety about speaking and listening as a personality trait that operates in all or most situation (McCroskey, 1977; Freidman, 1980).

Evaluation can and should be tailored to the specific demands appropriate to each communication situation. The criteria for formal communication tasks will differ from those appropriate for informal communication.

The Speech Communications Association through a sub-group developed a statement of "Criteria for Evaluating Instruments and Procedures for Assessing Speaking and Listening" (see Appendix A for the "Criteria").

Application -- Evaluation

Evaluation of oral communication is valid if the information gathered is used to:

- o help teachers adjust their planning;
- o help teachers better provide for individual differences; and
- o supply to students needed feedback that facilitates their development in communication competence.

Application -- Reinforcement in the Content Area

The Basic Education Program requires that selected elements of speaking and listening be reinforced across all content areas. A model for establishing the "selected elements" is discussed in Chapter Three and program abstracts are included in Chapter Four.

Essentially, the speaking and listening competencies established by the Rhode Island Department of Education to meet the required competencies for all high school graduates focus on the following types of skills:

- o ability to engage critically and constructively in class discussions
- o ability to use effective questioning
- o ability to follow spoken instructions
- o ability to identify main and subordinate ideas in lectures and discussions and to accurately report what others have said
- o ability to develop, organize, present and evaluate one's speech
- o ability to evaluate the presentations of others
- o ability to speak appropriately in various situations.

It should be clear that the above skills are really general abilities that can be easily applied across the curriculum provided that time is

built into class activities for speaking and discussion. Most, if not all of these competencies begin when a student starts school and are further developed and refined through the grades.

TABLE 1

MAJOR RESEARCH GENERALIZATIONS FOR SPEAKING AND LISTENING

1. Children have an internal drive to learn language.
2. Prior to school, children exhibit the ability to creatively produce language to the point of a minimum of several thousand "words" some of which are poorly differentiated.
3. Schooling exerts the greatest impact on functional language, i.e. language learning which is used throughout one's life and which focuses attention on the purposes of language.
4. Teachers play an indispensable role in exposing students to a wide range of functions and guiding their continuous progress.
5. Language development should not be silent, passive and socially isolating work--drills divorced from purposeful communication are not effective.
6. Not all communication experiences should be evaluated, and those which teachers do choose to grade require an authentic context for communicating--purpose and audience.
7. Speaking and listening skills should be reinforced in all grades and all subjects.

SECTION THREE

TRENDS AND APPLICATIONS FOR WRITING

Overview

The implications of the research concerning the teaching of writing will require very great changes in the way that teachers structure writing activities. The following sections provide the reader with: (1) some of the major research bases for conceptualizing writing as a process and (2) offer suggestions for activities that teachers can use in the teaching of writing. There is also an extensive writing bibliography in Chapter Five for those readers who wish to explore the topic further. The process approach to writing very strongly supports the integration of speaking, listening, reading, and writing. The process approach to writing also clearly establishes the linkage between writing and thinking.

Research -- Scope and Sequence

Researchers on the topic of writing have answered the question, "What is the nature of the composing process?" in various ways which have resulted in changing assumptions about the nature of writing. Three major views concerning the assumptions governing the nature of writing are presented in the following paragraphs:

- Traditional Model - development of all the specific skills which are needed in order to produce a finished piece of writing,
- Linear Process Model - development of fixed stages of writing which students employ to produce a finished piece of writing, and
- Hierarchical Process Model - development of a set of hierarchical sub-processes which are recursive, i.e. may occur at any point in the overall composing process.

Traditional Model - The following statement presents the assumptions of the traditional model.

> Traditional writing instruction usually works on the assumption that students need to learn the parts so they can eventually construct a meaningful whole. Traditionally, emphasis is first on vocabulary, spelling, usage, mechanics, and the conventions of manuscript presentation and later on organization style, and appeals to audience. Usually the subject is supplied by the instructor since the students do not know anything "substantial." It is logical, but it doesn't work for most students; the particulars are not abstractly significant to students who cannot understand their purpose or importance until they use them to make their own meaning (Murray 1985, p.4.).

Many researchers were not satisfied with the above model and concluded that composing involved more than the aggregation of a set of discrete skills.

Linear Process Model - Advocates of this model believe that the composing process is linear and proceeds through a set of fixed stages -- prewriting, writing, revision and finally editing (Brannon 1986, p. 10-11). Other researchers, though believing this model to be more accurate than the traditional model, felt a set of fixed stages did not account for what writers actually do when writing. Brannon states the problem clearly when she notes, "writing does not proceed in a neat organized way, nor does it necessarily follow a set of fixed stages (Brannon, 1986 p. 10-11).

Hierarchical Process Model - Advocates of this model believe that the descriptions of the fixed stages in the linear process model are based on the "growth of the written product, not the inner process of the person producing writing," and that, "the sharp distinctions stage models make between the operations of planning, writing and revising may

seriously distort how these activities work" (Flowers & Hayes 1981, p. 367). In the process model proposed by Flowers and Hayes, the primary units of analysis are elementary mental processes, such as the process of generating ideas, not stages of completion which reflect the growth of a written product. The elementary mental processes have a hierarchical structure such that idea generation, for example, is a sub-process of planning. Anyone of these elementary mental processes may occur at any point in the overall composition process (Flowers and Hayes 1981, p. 367). This recursive nature of the writing process -- i.e. skipping from one stage to another, forward or backward, and using any of the sub-processes in any stage -- is generally accepted by the research (Flowers and Hayes 1981; Brannon 1986; Murray 1985).

Summary - The three above views of the composing process all have advocates and all are operating in schools. The dominant position among current researchers is that the nature of the composing process is best described as a set of recursive processes employed by a writer in order to produce a finished piece of writing. It also seems clear that the composing process is central to thinking. Murray notes that writing is, "one of the most disciplined ways of making meaning and one of the most effective methods we can use to monitor our own thinking (Murray 1985, p.3.). Perhaps the essential difference between the traditional approach to writing, employed in most of our schools, and the newer process approaches is that a process approach is based on the assumption that writing abilities develop from fluency, to clarity, to correctness (Brannon 1986, Mayher, Lester and Pradl 1983). The major teaching implication from the foregoing is that, teachers must design activities

that will get students to write and introduce the tool skills of grammar, spelling, punctuation, usage, syntax, etc. in the context of the student's own writing. The specific writing processes are discussed in the sections dealing with "Variations in Learning Rates and Styles."

Application -- Scope and Sequence

Though the foregoing research review noted that a scope and sequence for writing is not linear, it is possible to state general student competencies to be developed over several years and to state student outcomes or major writing process objectives for the respective grades. A writing program abstract for grades K-8 is provided in Chapter Four which shows how Lincoln has sequenced its writing program. Following are the required graduation competencies for writing that will be incorporated into the courses required for both college and career-bound students.

RHODE ISLAND DEPARTMENT OF EDUCATION GRADUATION

COMPETENCIES FOR WRITING

- The ability to conceive ideas about a topic for the purpose of writing.
- The ability to organize, select, and relate ideas and to outline and develop them in coherent paragraphs.
- The ability to write Standard English sentences with correct:
  - sentence structure;
  - punctuation, capitalization, possessives, plural forms, and other matters of mechanics;
  - word choice and spelling.
- The ability to vary one's writing style, including vocabulary and sentence structure, for different readers and purposes.
- The ability to improve one's own writing by restructuring, correcting errors, and rewriting.
- The ability to gather information from primary and secondary sources; to write a report using this research; to quote, paraphrase, and summarize accurately, and to to cite sources properly.

The major implications from the research findings on scope and sequence are:

- Writing is a process composed of various sub-processes such as generating ideas, planning, translating ideas into writing, and reviewing ones work -- which can be hierarchically organized.

- The various sub-processes are recursive rather than linear, i.e. at any point in the overall composing process a writer may repeat earlier sub-processes and move, repeatedly, forward and backward in the overall process before a piece of writing is considered completed.

- A major purpose for writing is to develop one's thinking ability. A piece of writing serves as a mirror of the writer's internal thought processes. Consequently a person's writing can be used as a diagnostic tool for refining selected thinking skills.

- Writing is an active process involving the generation of ideas and the making of meaning (means for showing the writer what he or she knows, doesn't know and/or feels about a topic). The purposes for writing should be meaningful to the writer.

Research -- Variations in Learning Rates and Styles

Though there is considerable discussion over just what the processes of writing are, it is possible to define some general stages within a hierarchy of writing skills. Three such general stages in a total writing process seem to stand out although various researchers discuss and/or stress different aspects of these three general stages. The three stages are:

1. Preparing for Writing
2. Translating and Writing
3. Reviewing and Revising

1. Preparing for Writing - This general stage involves generating ideas and collecting information so that one can define the rhetorical problem in terms of a specific topic and audience, and connect the topic with one's own previous writing on the same topic and with the store of information in one's long-term memory (Murray 1985; Flower and Hayes 1981). This stage also involves planning techniques employed by a writer to organize the ideas and information collected.

    A. Generating Ideas and Collecting information - Murray notes that, "effective writing is produced from an abundance of specific information. The writer needs an inventory of facts, observations, details, images, quotations, statistics -- all sorts of forms of information -- from which to choose when building an effective piece of information." He further notes that "information breeds ideas." Specifics are important since they, "make contact with each other and become and idea" (Murray 1985, p. 10-11).

Collecting information in order to generate ideas is particularly important because:

1. Students need to know how to collect information and connect it so that they can develop their own ideas out of their own material in answer to their own needs (Murray, 1985, p. 12) (emphasis added), and

2. In order to collect information, students must read and speak to others thereby showing the direct relationships between writing and the other language arts.

B. Planning - This process involves the wide range of sub-processes that are used by a writer to organize, structure and in general make sense out of the information and ideas collected on a topic before beginning an actual running first draft. The sub-processes vary from one researcher to another. Some researchers such as Flowers and Hayes (1981) stress that the planning process involves forming an "internal representation of the knowledge that will be used in writing," as well as developing written plans. Graves notes that most effective young writers practice what they will write in their heads before they write, and term this process "rehersal" (Graves, 1984). In any event, the planning process involves all the sub-processes needed by a writer to build both written and internal representations of the knowledge and ideas collected on a particular topic. A common fault of unexperienced writers is that they try to write a draft

before they have developed some type of written or internal plan for a given piece of writing. Another way of looking at the planning sub-processes is to think of them in terms of:

- o the purpose and goals for the writing
- o the organizing design that will be used to identify categories, to search for subordinate ideas which develop the topic, and to search for superordinate ideas which include or subsume the topic,
- o the structure of the draft which will include such topics as the title, lead, ending and a sketch or outline showing the events, ideas, etc. that connect the lead to the ending.

2. Translating and Writing - This second general stage involves the actual drafting of a piece of writing based on the information, ideas and plans produced as a result of the activities conducted in the first stage. There are many kinds of writing ranging from informal, expressive writing to formal, transactional writing. "Expressive writing is the logical starting point for the nurturing of writing abilities because it has its foundations in talk" (Brannon 1986, p. 19). Some researchers contend that the dominant motive for young children to write is self-expression and that communicative and aesthetic abilities depend on the nurturing of expressive capacity. As young writers mature they become better able to differentiate their own world view from that of others. Their texts begin to take into account the needs of readers beyond themselves. Their writing becomes more formal and moves toward transactional writing, which is the writing of the world of work

(exposition or argumentative) or moves toward poetic writing which is the writing of literature (poems, short stories, novels, drama) (Britton et al, 1975; Britton 1978).

Another important type of writing is writing-to-learn across the curriculum which is based on learning theory (Bruner 1974) and concepts of language learning (Piaget 19 ; and Vygotsky 1978).

Writing-to-Learn refers to using writing "as a tool for learning rather than as a means to display acquired knowledge" (Applebee, 1982). Most writing required of students is writing to show learning: reports, essay examinations, papers. Writing to show is usually edited writing which teachers read and evaluate for placing or grading students.

Writing to learn, on the other hand, is exploratory writing--writing to clarify thinking, to reckon with new judgments between conflicting claims, to discriminate between observations and inferences, to connect data to general laws, to sort through causes and their effects, and so on. Writing to learn is unedited, first-draft writing which is not meant to be read for evaluation. It is writing practice as opposed to writing performance. This kind of writing is meant to be free from an editor's red pencil. It is writing to be shared with peers or a teacher only for a reader's response to its meaning, only for comments on its content and for questions that will foster more meaning-making (Mayher et al, 1983).

Two things stand out in this second general stage of the total composition process:

- o It is very important that students do a great deal of writing in all their courses, and

- o students should do many different types of writing ranging from informal expressive writings which may never be refined and/or graded to formal transactional and poetic writing which are refined and/or graded and published.

3. Reviewing and Revising - This third general stage of the composing process involves reviewing what one has written and evaluating whether or not to: revise one's message, continue with the writing (stage two) or to change the direction and plan for the writing (going back to stage one). The revisions may be minor or major. There may be a whole series of revisions involving several recursions (moves back and forth in the overall composing process stages) before one is ready to consider the message ready to be completed. Some researchers term the completion processes of editing and publication to be separate stages (Holdzkom, et al, 1981) while others consider them to be sub-processes in the reviewing revising stage (Flowers and Hayes, 1981). Editing involves checking for: misspellings, errors in grammar, errors in punctuation, and perhaps rewriting or retyping so that the paper is neat. Publishing is usually the final step in the composing process and has a variety of meanings, such as publication by a commercial publisher, creating a class newspaper, putting children's papers in a bound volume and putting a letter in the mail. It is, the delivery of the product to the intended audience (Holdzkom, et al, 1981).

Application -- Variations in Learning Rates and Styles

Emphasis in writing instruction has shifted from the end product to the process involved in creating the product. The teacher's role has shifted from only evaluating the end product to working with students throughout each phase (sometimes called stage or sub-processes) of the overall writing process (Tompkins & McKenzie, 1985). The remainder of this topic provides the reader with:

1. a brief description of the stages variously called phases and sub-processes of the overall writing process, and
2. some ideas that can be used by teachers to develop activities for the various stages of the overall writing process.

The prewriting or getting ready to write sub-processes are extremely important and usually not adequately addressed by teachers and by language arts text materials. Following are some suggestions for sources teachers can use to help students generate ideas. These ideas are drawn from Donald Murray's book, A Writer Teaches Writing, Second Edition, 1985.

Murray also discusses ways that students can take the information they have collected and ideas they have generated and plan for a piece of writing they expect to write.

THE WRITING PROCESS BY STAGES AND SUB-PROCESSES,
TEACHER ROLE AND STUDENT FEATURES

WRITING STAGE AND SUB-PROCESSES	TEACHER ROLE	STUDENT FEATURES
1. Getting Ready to Write Sub-Processes: -Collecting Information -Generating Ideas -Planning for a Draft	-Help students make choices about purpose, audience, topic and form -Provide a wide range of information gathering and idea generating activities	Students: -Write on topics based on their own experiences -engage in rehearsal activities before writing* -identify the audience for and purpose of the writing -identify the form of the writing -plan for the beginning, and end of the writing -develop a trail, sketch or outline which connects the beginning and end.
2. Getting Ideas Down on Paper Sub-Processes -Translating -Drafting	-Provide support and encouragement -Serve as a sounding board for ideas and problems -Should not insist on mechanical correctness and neatness at this point (see editing) -Help students get their verbal idea or images put into written words. This is particularly important for young children who have a limited writing vocabulary.	Students: -Move through successive drafts -Place a greater emphasis on content rather than mechanics.

WRITING STAGE AND SUB-PROCESSES	TEACHER ROLE	STUDENT FEATURES
3. Reviewing, Refining and Completing the writing.		
a. Revising	-Serve as a reader and reactor to student writing -Ask questions that will help students revise the work -Offer suggestions for possible improvements in the writing	Students -Share writing in conferences with the teacher and their peers -Participate constructively in discussions about classmates' writing -Revise by incorporating both teacher and peer comments and reactions -Make substantive rather than minor changes as new drafts are done.
b. Editing	-Focus on particular categories of errors rather than insist that students correct all mechanical mistakes	Students -Proofread own compositions -Help proofread classmates compositions -Increasingly identify their mechanical errors
c. Publishing	-Serve as audience -Serve as evaluator BUT not all writing should be evaluated or even go beyond the drafting stage (see EVALUATION Section page 61)	Students: -Publish their writing in an appropriate form -Share their finished writing with an appropriate audience

*"Rehearsal", refers to activities which help students prepare for writing. This chart has been adapted from material in "The Writing Process" by Gail Tompkins and Lee McKenzie, in Write Angles: Strategies for Teaching Composition, Oklahoma Writing Project, University of Oklahoma State Department of Education, August, 1985.

SOURCES FOR GENERATING IDEAS FOR WRITING

DONALD MURRAY

- Awareness - Help students to become more aware of what they are constantly picking up with all their senses.

- Observation - Have students observe a particular object, place, person, etc. and then write a report on the observation.

- Recall:
  Brainstroming - Students list whatever comes to mind on a topic in a set period of time. No evaluations of the comments or information is allowed.
  Mapping - A word is placed in a circle in the middle of the page and then students draw lines to other words that grow out of the initial word. When a topic is exhausted the student goes to another topic and draws branches out from it and so on until the page is filled.
  Exploration Drafts - Have students write fast for short periods of time on a topic or whatever happens to come into the students head. Then look at the result to see what ideas came out.

The key to the above three recall activities is to have students throw out many ideas without judging their worth.

- Empathy - Have students think and feel like another person for whom the student has some natural understanding or sympathy. In time students may be able to apply this technique to people alien to their background.

- Interviewing - Teaching interviewing techniques is also an excellent bridge for reinforcing reading skills and fostering greater independent reading.

- Library Research - These activities are an excellent bridge for reinforcing reading skills and fostering greater independent reading.

EXERCISES TO HELP STUDENTS DEVELOPMENT PLANS FOR WRITING
DONALD MURRAY

- o Plan - Have students answer several general planning questions such as: "What organizing specific will help me control material?" and "What image sticks in my mind's eye and seems to symbolize the entire subject?"

- o Distance - Have students see what happens when one moves closer to or further away from a subject. What is added or removed from the picture?"

- o Point of View - Use exercises designed to show how a single subject can be viewed many different ways.

- o Problem - Have students answer questions that help them discover a problem they may solve through the writing of the piece, i.e. "Why is my draft unfocused?" and "What keeps my reader from understanding me?"

- o Voice - Refers to how someone says or writes a message. Have students free-write for five minutes while the teacher writes with the students. Have students read their work and discuss the different voices noticed.

- o Genre - Use exercises that have students look at many forms of writing in order to determine what the form is or what the elements of the form are. Such exercises can be done individually, in pairs, in triads or larger groups. Have students look at a piece of finished writing and consider how the writing could be written in other forms.

- o Titles - Design exercises that have students develop many titles for a piece and discuss which title is best and/or what will happen to the piece of writing if various titles are used.

- o Leads - Design exercises that have students try out several different leads for a piece and discuss what happens with the different leads.

- o Ends - Have students develop five alternative endings for a piece of their writing and have students share with others to consider which sounds best to the reader.

- o The Trail - Design exercises that help students move from their lead to their ending. This could be done by having students write questions the reader has to have answered if he is to make it from the lead to the end. It may also be done by looking at published works and discussing the key points or landmarks in the authors trail.

- o The Sketch - This is really the elaboration of "the trail." Have students develop outlines for their works or of published works.

NOTE: For every one of the above topics, Murray provides multiple specific exercises.

Spelling, Grammar and Punctuation

It was noted earlier that the corrections, conventions and constraints imposed on student writing should be introduced when they are needed to enable the student to refine and complete a writing task -- i.e. during the final stage of the composing process which involves review, revision and editing.

Donald Graves in his book, A Researcher Learns to Write: Selected Articles and Monographs (1984), discusses the revision stage of the overall writing process. Two excerpts from his article, "The Enemy is Orthodoxy," which deal with writing conferences and handling spelling, grammar and punctuation are provided here.

GUIDELINES FOR WRITING CONFERENCES

DONALD GRAVES

Stage One: Circulation:

Have the children push their desks together in clusters of four. The children won't be working together at this point but it will enable them to overhear your conferences as you circulate around the room. Move from one cluster of four to another, but only receive the work of one child. "Oh, I see you are writing a space wars episode; they are just preparing for a launching from the satellite. Yes, I can see that." The children in the cluster hear your emphasis on the flow of information in early drafts. There may be handwriting, spelling, punctuation and grammar problems staring you in the face, but these can be temporarily ignored while the writer struggles with the information in his piece. The teacher moves about the room encouraging, listening, but first attending to children who may need her most. For the first week, possibly longer, the teacher--for her sake and the children's--just circulates with one focus, that of receiving the children's information. Receiving takes about forty-five seconds to a minute per child.

Stage Two: Questions:

During a second week, the teacher receives the children's work, but adds a question. The question is one designed to help the child teach the teacher about his subject. "They are just leaving the main satellite, Mark. What is going to happen next?" or "Do they live on the satellite, Mark, or is this just a temporary launching site? Could you tell me about that?" Try just one question, no more. Keep it simple.

Stage Three: Clusters of Concern:

As children get into their subjects, choose their topics more wisely, observe the teacher composing with the class, or hear responses to their writing from other children, their pieces lengthen in words and in the time spent in composing. In stages one and two, teachers have worked very hard to help young writers gain fluency and discover that they can command their subjects. Because the children are more fluent, teachers have more opportunities to teach them in the midst of their drafts. As long as an entire class completes their writing in two-day bursts, the teacher has very little opportunity to help them in-process.

As writers gain fluency, teachers can also gather clusters of children together to work on common problems. Some children have trouble choosing topics; others are stuck on early revising, how to insert information in a draft, or how to deal with conventions going into final draft. Clusters may be groups of children who meet once a week to share their writing and to learn how to help each other with the teacher's help. The teacher can divide the number of children in class by five for Monday, Tuesday, Wednesday groups, etc. Other cluster types follow common skills needs: work on commas, proofreading, writing titles or leads, sentence sense, etc. Clusters are brought together when the teacher notes that the rest of the children are able to work quite well on their own.

Stage Four: Mutual Aid:

As children learn more and more about how to help each other on an informal basis and as the teacher is able to refer children to each other for certain help, there is less formal group activity. Once in a

while the teacher will stop the class for a special all-class workshop or bring in a cluster on leads, but this phase is marked by children's intelligent help of each other. This comes later in the year and is the result of much work by the teacher in helping children to take responsibility for their own writing, and of the teacher's teaching the children how to learn to listen to and question the pieces of their classmates. The teacher now has more time for trouble-shooting; some conferences can be longer and more detailed with a specific challenge given to children who need to be brought through particular crises in drafts.

The basic principle in these four stages of phasing into conferences is to give high focus to various components of teaching and of the writing process. It is easier for both teachers and children not to deal with the entire process initially. It is particularly helpful for teachers who are trying to move away from taking responsibility from children through overcorrecting of papers (emphasis added).

GUIDELINES FOR WORKING WITH SPELLING GRAMMAR AND

AND PUNCTUATION -- "SURFACE FEATURES"

DONALD GRAVES

1. Timing. Work with grammar, punctuation, and spelling should come after information has been clarified.

2. Writer Responsibility. Writers need to make their own estimates of where they think they might have errors in spelling, punctuation, grammar, or precise choice of words in their next-to-final draft. The writer's estimate shows the teacher what needs to be taught.

3. Teaching Skills. Only one or two skills can be taught at a time, and taught within the context of the writer's piece. Teaching means showing a writer how to place quotation marks and commas, or work with spelling problems. Correcting is not the same as teaching.

4. Choosing Papers. Not every piece goes through to final draft stage. Some pieces ought to be abandoned for a variety of reasons: the topic was poorly chosen, the writer cared little for the subject, or the child just wanted to experiment with a new approach to writing. When the writer believes the piece is going somewhere then the teacher pushes it through to final audit, edit, and teaching.

The last item in this topic deals with developing a checklist with the students which defines "What is good writing." The material is excerpted from Donald Murray's A Writer Teaches Writing - Second Edition 1985.

CHECKLIST FOR GOOD WRITING

DONALD MURRAY

Information. Readers appreciate a satisfying abundance of specific information. They like to be given information that makes them think and that makes them an authority on the subject so they can deliver that information to other people. Writing that works usually has a rich abundance, a density of information in it. It is not thin or superficial, but has a satisfying depth.

Honesty. Readers are so afflicted with what is false and what is plastic that they appreciate honesty. One false note and the writing is lost; readers no longer believe it. But when we are honest, readers are drawn to us, and they believe in our authority and listen to our message.

Focus. Readers appreciate focused writing, writing that says one dominant thing and then develops it, writing in which each piece of information is connected or related to each other piece of writing.

Development. Readers need fullness and movement, ongoingness, the feeling they are being led towards a meaning.

Documentation. Readers need evidence to believe what the writer is saying. The writer has to learn how to get out of the way and present evidence, not just opinion, to persuade the reader.

Closure. Readers need a sense of completeness in an effective piece of writing, a feeling that a destination has been arrived at.

Voice. Most of all, readers listen to a voice, an individual writer speaking to an individual reader in an individual way. The voice needs to be vigorous and appropriate, appropriate to the writer, to the subject and to the reader.

Application: Evaluation

There are many different assessment techniques that can be used to evaluate student writing. Before looking at three types of writing assessment some general principles should be noted. The assessment technique selected by the teacher to evaluate the performance of his or her students must:

- Reflect the goals set by the teacher, and
- Be directly related to the instructional procedure the teacher is using in the classroom.

NOT ALL STUDENT WRITING SHOULD BE EVALUATED. Some of the writing activities that should not be evaluated are:

- Writing designed to assist students in generating ideas for a piece of writing,
- writing-to-learn exercises (see the next topic, page 63, for a description of such exercises), and
- Private writing which allows students to explore their feelings about a topic and are not shared.

John Collins from "The Network", Andover, MA, discusses three general approaches to the evaluation of student writing. The following is abstracted from Administrating Writing Programs: A Workshop Leaders Handbook.

The focused approach may very well confuse parents who see "uncorrected errors". A note to parents explaining the system and outlining the skills students will be learning is a good way to address parent concerns and may also serve as a bridge to parents which may get the parents to help in reinforcing the selected skills.

APPROACHES TO SCORING STUDENT WRITING
JOHN COLLINS

TYPE OF CORRECTION	PURPOSE	DISCUSSION
Analytical or Complete Correction	Correction of all the errors in a piece of student writing. The idea is that the student will "fix" or correct all the errors during his or her revision of the work.	This approach takes a great deal of time. Since there are many corrections this approach actually makes it hard for the student to understand the pattern of errors in the paper. The effect is to discourage the student.
Holistic or General Comments Substituted for Specific Correction	Evaluators (2 or 3) read the paper after having general criteria for levels of quality usually 1-5 with 5 being high. If two readers agree (3-3) or are adjacent (2-3) the mark is given. If there is a gap, a third teacher looks at the paper and the three marks are averaged.	The student has no clear set of directions which can be used to help him improve. Consequently, the same errors are likely to be repeated. Again the student does not understand the pattern of errors in the paper.
Focused Correction	The teacher deliberately focuses on only one error so as to reveal the pattern to the student. Later the teacher will focus on the other types of errors.	This approach allows the student to master an area, by focusing full attention directly on one skill. Once a skill has been mastered, the student is responsible for maintaining control over that skill while a new area receives exclusive instructional attention.

Application: Reinforcement in the Content Areas

Sometimes the obvious is overlooked. Writing and speaking are the two ways by which students tell others what they know. When higher order thought processes and problem solving skills are being developed and tested, writing is essential. The writing will help the student to think through and monitor his or her own understanding. The writing will also allow the teacher to check student progress and to adjust his or her instruction. Following, are some suggestions for "Writing to Learn" activities provided by the Rhode Island Consortium on Writing (see Chapter Five for more information on the Consortium), and a brief discussion of how "Focused Correction" can be used by content area teachers.

WRITING-TO-LEARN ACTIVITIES

ACTIVITY	DISCUSSION
Dialectic Journal Writing	Helps students to develop new ideas about a subject. Can set up various ways, e.g. left page used for notes from reading while right page used questions and comments on the material read.
First Thoughts	Student's immediate impressions; they frequently become the basis for further writing. Provides students a benchmark with which to measure their own learning.
Focused Writing	Students concentrate on a single topic during nonstop writing for a specified period of time. Enables students to see how much they know about a given subject.
Free Writing	Emphasizes fluency by asking students to write continuously for a specified period of time. Fluency developed in free writing exercises helps student with other writing-to-learn activities.

References: (1) Toby Fulwiler, "Journals Across the Disciplines", English Journal, 69(1980): 14-19.
(2) Anne Rugglesbere (Ed), Roots in the Sawdust: Writing to Learn Across the Disciplines, NCTE, 1985.

FOCUSED CORRECTION STEPS

JOHN COLLINS

Focused correction, where the teacher corrects only one skill at a time, offers a convenient solution to the reinforcement of selected writing skills across the curriculum. The goal is to have content teachers reinforce the same skills in their content subjects as are being stressed in the students' English class. The coordination is provided by the student. The steps are:

- The English teacher establishes the skill that each student will "focus" on.
- The content teacher corrects only the single skill which each student is working on at any given time in the English class.
- The student writes on the top of a given content area paper: "Please correct for " " filling in the name of the skill he or she is currently addressing (Collins, 1982).

Variations of this approach can be used in which a student's peers are the "experts on particular focused skills."

SUMMARY OF MAJOR RESEARCH POINTS ON THE WRITING PROCESS

1. Writing is a complex cognitive process. While it involves inventing, drafting, and revising a text, the process follows no simple linear stages, but rather proceeds in fits and starts, progressing forward and circling back, and moving ahead again often in a different direction.

2. Writing and reading are related language processes, both of which dynamically involve writers, readers, and texts in creative and analytical communication activities.

3. Since writing and reading take place in social contexts (writer-text-reader), school writing and reading assignments should include the social context to make the reading or writing situation meaningful and realistic.

4. Writing workshop and collaborative learning methods are effective in teaching writing because they usefully exploit the social contexts of writing.

5. Writing is an effective way to learn academic subjects. Writing-to-learn exercises, such as keeping a course log, increase a student's learning in any course, English or science, mathematics or social studies.

6. While observing language conventions is essential to clear communication, in teaching writing the initial emphasis should be fluency and creativity before correctness and conventions.

7. Students have the best opportunity for a successful writing experience when they are permitted to choose their own writing topic within a range of possible topics.

8. Students should be permitted to practice the full writing process when they write. That is, time should be allotted for inventing, drafting, and revising a text. This is especially true if a piece is to be evaluated.

This material was furnished by Dr. Ben McClelland, Director of the Rhode Island Consortium on Writing.

SECTION FOUR

TRENDS AND APPLICATIONS FOR READING

Overview

Trends in the research regarding reading are drawn from two major research review projects:

1. Research Within Reach: Reading (1978) -- see page 26 for a description of the Research within Reach project, and

2. Becoming a Nation of Readers: The report of the Commission on Reading, (1985).

The Commission on Reading represented the National Academy of Education, National Institute of Education, and the Center for the Study of Reading. The two above noted major sources are very consistent in their findings. Though there are variations held on practically any aspect of reading, the following generalizations based on the consensus of a wide cross-section of nationally recognized reading experts represents much of the best thinking on the teaching of reading available today.

There is far more research on this element than for any of the other language arts elements. This is a "mixed blessing" in that there is much information to support a given position but there are also many positions. There is probably no clear consensus. The Department of Education, in general, does support the conclusions of the Commission on Reading, but also recognizes that there are other very defensible positions. The important point is that curriculum developers should be able to clearly defend their philosophy and purposes in light of a clear research base.

It is also fitting that this element of the language arts is

presented last since reading builds on the oral vocabulary developed prior to school and provides the majority of the information upon which writing depends. It should be clear at this point that only through the integration and full development of all the language arts can students realize their full potential. It should also be clear that the processes of speaking, listening, writing and reading are all central to the development of ideas and the higher order thinking skills.

Research -- Scope and Sequence*

There appear to be three major positions as to the nature of reading, which are: (1) reading is holistic; (2) reading consists of a set of subskills; and (3) reading is a combination of 1 and 2. The Commission notes in its introduction to Becoming a National of Readers that we know that learning efficient word recognition and grasping meaning are companion skills from the time a child first reads (emphasis added). Further, experts now believe that children bring more prior knowledge and complex mental processes to reading than was earlier believed. The Commission concludes that comprehension depends upon a reader's prior knowledge, experience, and attitudes. Meaning is constructed as a reader links what he reads to what he knows.

---

*The research review statements in the following sub-sections are taken primarily from "Becoming A Nation of Readers", a report of The Commission on Reading, prepared by Anderson, Hiebert, Scott and Wilkinson, National Academy of Education, The National Institute of Education and The Center for the Study of Reading. Material is used here with permission from the National Institute of Education.

The Commission summarizes reading as being:

1. Constructive - a skilled reader requires learning to reason about written material using knowledge from everyday life and disciplined fields of study;
2. Fluent - a skilled reader depends upon mastering basic processes to the point where they are automatic, so that attention is freed from the analysis of meaning;
3. Strategic - a skilled reader requires learning to control one's reading in relation to one's purpose, the nature of the material, and whether one is comprehending;
4. Motivated - a skilled reader requires learning to sustain attention and learning that written material can be interesting and informative; and
5. A Lifelong Pursuit - becoming a skilled reader requires continuous practice, development, and refinement.

Early development of the knowledge required for reading comes from experience in talking and learning about the world and talking and learning about written language. Reading depends upon wide knowledge (Wilson & Anderson 1985). The more knowledge children are able to acquire at home the greater their chance for success in reading. Talking about experiences extends the associated vocabulary (Olson 1984). Chomsky (1972) and Durkin (1966) both conclude that the single most important activity for building the knowledge required for eventual success in reading is reading aloud to children (emphasis added). Though the amount of oral reading is greater in early grades, the practice should be continued through all the grades.

The Committee summarizes the importance of the parent's role by saying

> ...Parents play roles of inestimable importance in laying the foundation for learning to read. A parent is a child's first guide through a vast and unfamiliar world. A parent is a child's first mentor on what words mean and how to mean things with words. A parent is a child's first tutor in unraveling the fascinating puzzle of written language. A parent is a child's one enduring source of faith that somehow, sooner or later, he or she will become as good reader.

The role of the parents in assisting children master the language arts is discussed in Chapter Three, page .

Reading in the early school years must be seen as part of a child's general language development and not as a discrete skill isolated from listening, speaking, and writing. Early reading instruction builds on oral language (Atkin et al, 1977; Humphreys & Davey, 1983). In order to learn how to read, children require concepts about the broader purposes of printed language and the specific skills required to recognize letters and words and to match letters and sounds (Goodman & Goodman, 1979; Harste, Burke & Woodward, 1982).

In the section on speaking and listening, it was noted that entering five year olds had oral vocabularies of 3,000-48,000 words. It was further noted these same students could only read a small number of words that they use in their own speech. Clearly, in order to capitalize on this much larger oral vocabulary approaches must be used that will let students decode and pronounce words so that the student can "hear" (either say orally or to oneself) a word and recognize it as part of his or her known oral vocabulary. Two approaches that have been used to teach initial reading are: (1) the language experience approach and (2) the phonics approach.

The language experience approach advocates note that reading and comprehending written language is an extension of listening to and understanding spoken language. Proponents of the language experience approach contend that children are more motivated and learn to read more easily when the written language they are exposed to is closely attached to their spoken language. Consequently, the child's own language is recommended as the core of early reading materials. In this approach, children tell stories that teachers transcribe. The children then write the materials themselves. The transcribed stories and other student produced materials become the text for learning to read.

Definitive research results comparing language experience with phonics and with other approaches is unclear. Weaver et al Research Within Reach, 1978 note:

> The research results currently available suggest that an initial instructional emphasis on the alphabetic code results in good word recognition skills. Based on this evidence, code teaching is recommended in beginning reading instruction. The language experience approach appears to be as effective a means of teaching initial reading as the traditional whole word or basal method and could be incorporated as part of a total early reading program (emphasis added, p. 69).

Phonics instruction is necessary (Johnson and Pearson, 1978). The problem arises over how such instruction should be done (Chall 1967). Children who are taught phonics get off to a better start in learning to read than children who are not taught phonics (Chall, 1983; Johnson & Baumann, 1984; Williams, 1985). The key point is the phonics instruction should aim to teach only the most important and regular

relationship (emphasis added) of letter-to-sound relationships,* because this is the part of instruction that will most directly lay bare the alphabetic principle, i.e. the principle that there are systematic relationships between letters and sounds.

Regardless of how children are introduced to words, they should have experience with reading words in meaningful texts whether based on their own writing or the writing of others. The essential point is that word recognition is a tool skill or means which enables students to COMPREHEND printed materials.

Comprehension can and should be taught. This instruction is described as, "anything that is done by the teacher to help students acquire reading ability, including efforts to teach the meaning of a unit larger than a word and work out the meaning of such units (Durkin 1979). Questions can be used to set the program, the purpose, and to assist the reader in predicting outcomes. However, comprehension involves more than answering questions. Teachers need to spend time teaching strategies that will help students obtain meaning from texts. Breaking down text and applying strategies to successfully interpret that text is the aim of comprehension instruction.

The Commission notes that each encounter with a reading selection should have the dual goal of advancing childrens' skill at word identification and helping them to understand that reading is a process not simply of word recognition, but one of bringing ideas to mind.

---

*Johnson and Pearson (1978, p. 59) note, "Though there are only 44 sounds and 26 letters in English, there are several hundred different letter sound relationship." Clearly only the most important relationships--those accounting for the most words--should be taught.

As proficiency in reading develops the emphasis on beginning reading skills such as word attack, vocabulary and literal comprehension decreases and more emphasis is place on developing higher order thinking skills such as comparison, causation, inferential, critical and creative comprehension, reasoning and analysis (see the next topic page 76 for a chart of the "Components of a Total Reading Program" developed by Drs. McGuire and Bumpus, 1972).

The Commission notes that as proficiency develops reading should be thought of not so much as a separate subject in school but as integral to learning literature, social studies and science. The Rhode Island Department of Education, as has been noted earlier, further extends this point by calling for the reinforcement in all curricular areas of: listening, speaking, reading, writing, study skills and reasoning and analysis (See Chapter Three, for an extended discussion of Basic Education Program Standards).

Finally, the Commission places great importance on increasing the amount of independent reading time. Several studies show the amount of reading students do out of school is consistently related to reading achievement gains (Fielding, Wilson & Anderson, In Press; Greany, 1980; Heyns, 1978). Further, independent reading is a major source of vocabulary growth.** It is estimated that children in grades 3-12 learn the meanings of about 3,000 new words per year (Nagy et al, 1985). Independent reading is a major source of reading fluency.

** An approach that has been used to foster independent reading is sustained silent reading in which, for stipulated periods of time, everyone in the school must read something of their choice.

Application -- Scope and Sequence

As in the previous sections on speaking and listening and writing there are required competencies for reading. There are also required competencies for reasoning and analysis and for studying. All three sets of competencies are included here since study skills and the higher order skills of reasoning and analysis as well as other higher order mental functions are central to a total reading program. The competencies are required in that each high school must include specified objectives in the curriculums of courses all students take at that level. English, mathematics, social science and history, science, arts, and computer studies.

RHODE ISLAND DEPARTMENT OF EDUCATION

GRADUATION COMPETENCIES FOR

READING, STUDYING AND REASONING AND ANALYSIS

READING

- The ability to identify and comprehend the main and subordinate ideas in written work and to summarize the ideas in one's own words
- The ability to recognize different purposes and methods of writing, to identify a writer's point of view and tone, and to interpret a writer's meaning inferentially as well as literally
- The ability to vary one's reading speed and method (survey, skim, review, question, and master) according to the type of material and one's purpose for reading
- The ability to use the features of books and other reference materials, such as table of contents, preface, introduction, titles and subtitles, index, glossary, appendix, bibliography
- The ability to define unfamiliar words by decoding, using contextual clues, or by using a dictionary

REASONING AND ANALYSIS

- The ability to identify and formulate problems, as well as the ability to propose and evaluate ways to solve them
- The ability to recognize and use inductive and deductive reasoning, and to recognize fallacies in reasoning
- The ability to draw conclusions from information found in various sources, whether written, spoken, or displayed in tables and graphs, and to defend one's conclusions rationally
- The ability to comprehend, develop, and use concepts and generalizations
- The ability to distinguish between fact and opinion

STUDYING

- The ability to set study goals and priorities consistent with stated course objectives and one's own progress, to establish surroundings and habits conducive to learning independently or with others, and to follow a schedule that accounts for both short- and long-term projects
- The ability to locate and use resources external to the classroom (for example, libraries, computers, interviews, and direct observation), and to incorporate knowledge from such sources into the learning process
- The ability to develop and use general and specialized vocabularies, and to use them for reading, writing, speaking, listening, computing, and studying
- The ability to understand and to follow customary instructions for academic work in order to recall, comprehend, analyze, summarize, and report the main ideas from reading, lectures, and other academic experiences; and to synthesize knowledge and apply it to new situations
- The ability to prepare for various types of examinations and to devise strategies for pacing, attempting or omitting question, thinking, writing, and editing according to the type of examination; to satisfy other assessments of learning in meeting course objectives such as laboratory performance, class participation, simulation, and students evaluations
- The ability to accept constructive criticism and learn from it

In addition to the foregoing required competencies, the Department will begin census testing for all students in reading and language arts in grades three and six, April 1986.

The review of the literature showed the following major points:

- Word recognition and comprehension (grasping meaning) are companion skills from the time a child first reads.
- Early development of language comes from talking and learning about the world and talking and learning about written language.
- Experiences and knowledge gained prior to school greatly facilitate learning to read.
  - -Parents help by: reading aloud to children; talking to and encouraging talk by their children and by exposing children to a wide range of experiences.
- Initial reading instruction should build on the child's extensive oral vocabulary (3,000-48,00 words). The goal is to enable the student to decode and pronounce a word so that the student can hear the word and recognize it is part of his oral vocabulary. Techniques include:
  - -Phonics - is a proven way to teach the principle that there are systematic relationships between letters and sounds. Only the most important and regular relationships should be taught.
  - -Language Experience - uses the language of the child and is based on the contention that children will learn more effectively when the written language is closely matched to their spoken language. Steps:
    (1) Children tell stories to the teacher. Stories may be individual or group products.
    (2) Teacher transcribes the story on the board.
    (3) Children copy their story or classmates stories.
    (4) The children's own stories are used as texts for teaching reading.
    NOTE: In this approach, phonics, when used, is tied to the children's stories.
- Comprehension is the goal of reading instruction and word recognition is a means to the end.
- As proficiency in reading grows greater emphasis is given to:
  - -Higher order thinking skills.
  - -Study skills.
  - -Integrating reading skills to content area learnings.

The following chart clearly shows the components of a total reading program in terms of: (1) fundamentals which cover the whole range of cognitive levels -- recall to analysis and synthesis, (2) the relationship of reading to the content areas and study skills, and (3) literature and the development of affective objectives.

COMPONENTS OF A TOTAL READING PROGRAM

Fundamentals of Reading	Reading in the Content Areas	Children's Literature
Basic Skills	Study Skills	Habits, Attitudes & Tastes
Vocabulary	Types of Skills Technical & Special Vocabulary	Bringing Children and Books Together
Word Attack Phonic Analysis Structural Analysis	Reference Skills Maps, Charts, Graphs Skimming & Scanning Organizing & Retaining Note-taking and Reporting Adjusting Rate to Purpose	Presenting Literary Forms Reading Aloud Storytelling
Comprehension Content Main Ideas Details		Simulating Interest in Independent Reading
Organizational Pattern Classification Sequence Causation Comparison	Application in Content Reading Reading in a Single Textbook Selection	Selecting Appropriate Books Sharing Ideas About Books
Cognitive Levels Literal Inferential Critical Creative	Reading from a Variety of Sources Evaluating and Reacting to Material Read	

McGuire and Bumpus, 1972.

There is also a need to look at the total reading program from a broader perspective, one that includes the total environment and operation of the reading program.

On November 23, 1982, E. Sharon Capobianco, Past President, R.I. State Council of the International Reading ASsociation, presented a paper entitled, "What Constitutes a Good Reading Program: A Brief Survey of the Literature", to the R.I. Board of Regents for Elementary and Secondary Education. Linda Hogan has expanded this work in an article entitled, "Components of Exemplary Reading Programs," Rhode Island Reading Review Vol. 2, No. 1 October, 1985. The following major characteristics of a successful reading program emerged from the research review:

1. A successful program has strong administrative leadership;
2. A successful reading program has high expectations and believes that the teacher can make a difference;
3. A successful reading program uses time efficiently and maintains a high intensity of instruction;
4. A successful reading program has specific objective.

The above four characteristics, along with other characteristics, have also come out of the "effective schools research" and are related in most major school improvement initiatives. There is now very general agreement as to what are effective practices. However, it is much easier to state effective practices than it is to design and then systematically implement such practices school-wide or district-wide. The four general characteristics are discussed further in the next topic and in Chapter Three.

Research -- Variations in Learning Rates and Styles

The following sub-topics are discussed in this topic:

(1) Teacher Expectations.

(2) Time on Task.

(3) Grouping for Instruction

(4) Problems with current Reading Materials.

Teacher Expectations - The earlier discussion of the research on scope and sequence pointed out the very great differences in the home environments of children; range of experiences to which children are or can be exposed; and the degree of time given to children by adults prior to school. Consequently, teachers must be able to deal with a very wide range of beginning skill levels in language arts. The reader should not think that children from language poor backgrounds are automatically going to fail. In fact, the expectations of teachers are a critical variable. ALL STUDENTS CAN LEARN, given appropriate instruction. Teachers MUST BELIEVE IN AND EXPECT STUDENT SUCCESS IN LEARNING TO READ.

A considerable body of research shows that the expectations of teachers for their students' performance become self-fulfilling. Stated in its simplest form, students will live "up to" or "down to" the expectations held for them by their teacher(s). Therefore, it is CRITICAL that teachers believe that all students can learn to read (emphasis added). The Commission notes that effective teachers are supportive of students while at the same time maintaining high expectations for student learning. Effective teachers strive to see that every child masters basic skills and then goes as far beyond this level as possible (Brophy & Evertson, 1976).

*Time on Task - This topic was introduced in Chapter One in the context of providing a continuous progress system that allows students to move at their own rates in achieving the objectives of the curriculum. It is clear that successful reading programs allocate more time for reading instruction than less successful programs (Baumann, 1984; Hersh, 1982; Capobianco, 1982; Samuels, 1981). However, the allocated time does not necessarily mean students are engaged in appropriate reading tasks (Hersh, 1982). There is a strong and consistent relationship between time on task, i.e. the time students are actually engaged in or attending to a particular skill or subject, and reading achievement especially for lower ability students (Berliner, 1984).

Another aspect of time currently under study is academic learning time (ALT). ALT is defined as "the amount of time a student actually spends on a learning activity in which he or she is achieving a high rate of success (90% or better) at that task (Hersh, 1982). ALT has been found to be positively related to learning in terms of self-esteem, positive attitude toward school, and better retention over the summer months (Behling, 1981; Berliner, 1984). Teachers should not interpret the foregoing to mean selecting "easy" materials. The reading materials and activities selected should be appropriate to the students' current level of achievement, thus allowing them to build on previous knowledge while learning new material (Hogan, 1985).

---

*The material in this section has been adapted from Linda Hogan's article, "Components of Exemplary Reading Programs", Rhode Island Reading Review, Vol. 2, No. 1, 1985

Grouping for Instruction - Another problem concerning the variations in learning rates is a function of current grouping for instruction practices. The fundamental problem is that: there are qualitative differences in the experiences of children in high and low reading groups that would be expected to place children in the low groups at a disadvantage (emphasis added) (Hiebert, 1983). The typical approach to grouping for reading ability is for the teacher to establish three groups--high-, average-, and low-ability. The purpose of this grouping approach is to better allow the teacher to meet the needs of all children -- moving faster for high ability readers and slower for low ability readers. Research shows this grouping approach does work for the fast child but not the slow child (Kulik & Kulik, 1982). The essential problem is that low ability children know they are in the low group and set their expectations as "poor readers."

Studies show the following differences in the way that teachers teach low ability groups:

-there is more reading aloud and less silent reading,

-teachers correct a higher percentage of oral reading mistakes,

-teachers ask proportionally more simple, factual questions and fewer questions that require reasoning.

Because of the above noted qualitative differences in instruction and the students' low expectations, it is difficult for students to move from one group to another during the school year (Eder & Felmlee, 1984). The Commission notes that since teachers form reading groups at the beginning of the year partly on the basis of the childrens' standing the

previous year, changing groups from one year to the next is also difficult. It is sad, but apparently true that a cycle of insured failure may result from a grouping approach designed to facilitate instruction but which in fact serves to reinforce qualitative differences among the groups.

The Commission recommends that teachers take care to provide rich lessons for each group of children, whatever their level (emphasis added). Further, due to the inherent problems of ability grouping, the Commission believes that educators should explore other options for reading instruction such as: (1) whole class instruction for some aspects of phonics, spelling, study skills, and comprehension (Engelman & Burner, 1974; Hughes et al, 1982); and (2) peer tutoring - in which children tutor each other (Glass, 1984; Slavin 1984; Slavin & Karwert, 1984).

Problems with Current Reading Materials - The problems discussed here are grouped by elementary materials and secondary materials. The overall problem is associated with the excessive reliance of a teacher on a text or basal series without supplementing the program with other materials and/or making working judgements about the modifications that are needed in the program in order to meet the needs of all students.

Elementary Grades - Studies show that 75-90 percent of what goes on during reading programs in elementary school classrooms is accounted for by basal reading programs (EPIE, 1977; Fischer, et al 1980). They then discuss some of the more serious weakness of basal text construction.

Beck (1981) analyzed eight basal reading series and concluded that there was little connection between phonics lessons and the reading selections in the reviewed basal series. The Commission notes that a high proportion of the words in the earliest selections children read should conform to the phonics they have already been taught. The order of teaching or instruction for phonics sounds is less important. When children are given a text that conforms to their speech pattern, they comprehend it better (Ruddell, 1965; Wilkinson & Brown, 1983). An example of an appropriate speech pattern might be:

Good: "There's a black cat over there."

Poor: "The cat is there. See the cat. It is black."

Much of the foregoing research is not generally reflected in basals since much of the research on processes is quite new.

Secondary Grades - Text related problems in the later elementary grades and secondary grades are primarily concerned with the quality of the textbooks. The following problems are discussed here: (1) readability formulas, (2) transition to literature, and (3) transition to subject matter textbooks.

1. Readability Formulas -- Controlling the difficulty of texts through the use of readability formulas does not necessarily produce a more comprehensible text. The readability formulas do provide a reasonable "first check" for text difficulty, they are easy to apply, and they give a fairly good prediction of how difficult typical students will find a book (Chall, 1958). "Simplistic reading formulas don't take into account:

-the complexity of sentence structure,

-abstractness of ideas,

-coherence and sequence of thoughts,

-intricacy of punctuation,

-use of illustration,

and a host of other factors that make a book easy or hard for a particular child (Cullinan and Fitzgerald, 1985).

2. Transition to Literature - Beginning reading instruction starts with simple stories and gradually moves to increasingly complicated plots and characterication. Such stories are not as complex as the age appropriate literature found on the shelves of libraries and bookstores.

Children understand early the whole structure of stories. Story "structure" refers to the way in which ideas in a story are connected. Further, most children's sense of the structure of stories develops rapidly (Applebee 1980; Stein & Trabasso, 1982). By the time children who have heard a lot of stories enter elementary school, they have a surprisingly sophisticated understanding of story structure. They know about characters, plot, action, and resolution. The more closely a story fits an expected structure, the easier it is for a reader to grasp and remember the important ideas (Stein & Trabasso, 1982).

Unfortunately, many stories for the early grades do not have a predictable structure (Beck, McKeown & McCaslin, 1981). Selections in the later elementary grades generally do tell a story, but fail to have a structure that is as clear and comprehensible as possible. A pervasive fault is that stories written or edited for use in the primary grades do not give enough insight into the character's goals, problems, motives, plans and feelings (Bruce, 1984; Willows et al, 1981).

3. Transition to Subject Matter Textbooks - The biggest transition problem occurs with subject matter textbooks (Gallagher & Pearson, 1982 & 1983). Essentially the structure in a subject field, such as geography, is a good deal more complex and much more subject to an author's interpretation than the structure of a simple story. Consequently, if a textbook is to be easy to learn from, it must contain signals so that the reader can figure out the organization the author has used. Reviews of subject matter textbooks by scholars have often failed to discover any logical structures (Anderson & Armbuster, 1984). When textbooks do make clear the connections between motive and action, form and function, or cause and effect students understand better (Herman 1984).

Application -- Variations in Learning Rates and Styles

The research review for this topic addressed:

(1) Teacher Expectations

(2) Time on Task

(3) Grouping for Instruction

(4) Problems with Current Teaching Materials

Implications for teachers and/or administrators are given for each of the above topics.

(1) TEACHER EXPECTATIONS

- Students will reflect teacher expectations. Consequently, teachers must BELIEVE IN AND EXPECT STUDENTS TO LEARN TO READ!
- Teachers must be supportive of students while at the same time maintaining high expectations for student learning.
- Teachers should strive to see that every child masters basic skills and then goes as far beyond this level as possible.

(2) TIME ON TASK

- Successful reading programs allocate more time to reading than do less successful programs.
- Teachers have to insure that the time available for instruction is engaged time, i.e. time in which students are actually attending to a particular skill or subject. Note: This time can be individual or group work.
- Increasing the amount of engaged time is particularly critical for low achieving students.
- Academic Learning Time, i.e. the amount of time a student actually spends on a learning activity at a high rate of success (90% or more), is positively related to self-esteem and a positive attitude toward school.

(3) GROUPING FOR INSTRUCTION

- There are qualitative differences between high and low reading groups which place children in the low groups at a disadvantage. Consequently, teachers need to:

- o Allow all groups to do more silent reading
- o Use approximately the same rate of correcting oral reading mistakes for all students
- o Ask the same type of questions - ones that require reasoning and analysis -- of all students. NOTE: Tendency is to use only factual questions with low ability groups.

- o Teachers should be varying the material and choice of activities to fit group needs NOT USING THE SAME MATERIALS AND/OR ACTIVITIES IN SIMPLER WAYS.
- o Grouping should be flexible, i.e. allow for various types of groups for various tasks and purposes. Students should not become locked into a low group which will set up a self-fullfilling prophecy of failure.
- o Other options for reading instruction should be explored, such as:
  - -whole class instruction for specific aspects of phonics, spelling, study skills, comprehension, etc.,
  - -peer tutoring - in which children tutor one another. Peer approaches were also discussed in the earlier language arts sections.

(4) PROBLEMS WITH READING MATERIALS

Elementary Grades:

- o Teachers must supplement a text(s) or basal series with other materials and with their own judgements about the modifications that are needed in the program in order to meet the needs of all students.
- o Teachers should pick reading selections that have a high proportion of words that conform to the phonics the children have already been taught.
- o Texts should conform to the speech patterns of the students.

Secondary Grades:

- o Readability formulas are too simplistic. The following procedures can be used to measure text difficulty:
  - -Teachers evaluate the proposed text, using their knowledge of students' prior information, experiences, reading ability and interests

-Teachers observe students reading the proposed texts in the classroom to determine the texts' readability

-Teachers create checklists for evaluating readability that go beyond measuring length of sentences and counting numbers of syllables - include such variables as text graphics, difficulty of concepts, and childrens' desire to read a particular piece (Cullinan and Fitzgerald, 1985).

- o Beginning basal stories are not as complex as the age appropriate literature found in libraries and bookstores. The early grade stories either do not have a predictable structure or do not have a clear and comprehensible structure.

  -Teachers need to select stories that do have a predictable structure which is clear and comprehensible.

  -Teachers also have to conduct activities that will help students to understand the story.
- o Subject matter text books often do NOT have a clear structure
  -Teachers need to clarify the connections between:

    -motive and action,

    -form and function, or

    -cause and effect

  so that the students will be better able to understand the text.

Application -- Evaluation

Testing, and particularly standardized tests, is a staple in our schools and has increased over the past 30 years (Resnick, 1981). Practically all publishers now sell tests as part of their basal reading program. Rhode Island is substantially increasing required testing in both "norm-referenced" and "criterion-referenced" approaches.

The required competencies for graduation from Rhode Island public high schools in the areas of speaking and listening, writing, reading, study skills, and reasoning and analysis have been presented earlier. In addition to these competencies which are to be incorporated as specific objectives in high school courses which all students take in the areas of English, mathematics, social science and history, science, arts, and computer, there is a major expansion in the Rhode Island Statewide Assessment Program.

The Statewide Assessment program will test all students in selected grades and areas (see the chart below). The Metropolitan Achievement Test, 6th Edition will be used in grades 3 and 6 beginning April, 1986. The rest of the projected areas to be tested will be phased in over the next few years.

STATEWIDE ASSESSMENT PROGRAM

Areas Tested	Grades Tested				
	3	6	8	10	12
Reading	X	X	X	X	
Writing	X	X	X	X	
Math	X	X	X	X	
Study Skills	X	X	X	X	
Reasoning and Analysis	X	X	X	X	
Health and Fitness	X	X	X	X	
Computer Literacy		X	X	X	
Life Skills			X	X	
Merit in college-and career-bound subjects					*

X = All students * = Optional (voluntary) participation

The Commission believes that the current testing of reading programs rests on faulty assumptions about how people learn to read. They note that learning how to read appears to involve close knitting of reading skills that complement and support one another, rather than learning one skill, adding a second, then a third and so on.

In effect, the problem with present standardized testing of reading is that it only samples some of the skills involved in reading competency. Further, the comprehension passages on most standardized tests are too contrived, too short, and too subject to the effects of a students' background knowledge to provide an effective measure of comprehension.

A more valid assessment of basic reading proficiency is one that ascertains whether a student can and will:

- Read aloud unfamiliar but grade-appropriate material with acceptable fluency
- Write satisfactory summaries of unfamiliar selections from grade-appropriate social studies and science textbooks
- Explain the plots and motivations of characters in unfamiliar grade-appropriate fiction
- Read extensively from books, magazines and newspapers during leisure time

Teachers can tape record the oral reading of each child three times a year and keep the tapes on file for diagnosis and reporting to parents. In the final analysis, standardized tests do serve a purpose in that they give a general indicator of relative progress in relation

to the norm group on a particular set of skills. They are not, however, appropriate for specific instructional decisions nor for a full reporting of an individual student's progress. There is no substitute for closely matching the goals and objectives of teaching with specific testing activities. Proficiency in speech requires oral evaluation. Proficiency in writing requires evaluation of meaningful writing. Reading comprehension requires the comprehension of meaningful content, fiction and non-fiction. Testing by approximation is still only an approximation.

Application -- Reinforcement in the Content Area

As noted in the discussions of the previous language arts elements -- speaking and listening, and writing -- it is important for all content teachers to reinforce selected reading skills, particularly those which deal with comprehension. The integration of reading and writing are of primary importance since reading provides the information for the content learning and for the development of writing. Both reading and writing skills applied through the medium of the various content areas, enable the student to find out what he or she knows, develop further understandings, refine higher order thinking skills, and to ultimately become an independent learner.

Teachers need to:

- Provide direct instruction in comprehension strategies, i.e. explain the steps in a thought process that lead to comprehension.
- Give students information and practice on how to apply a particular strategy and when to apply a particular strategy.

The chart on the following page, developed by Linda Hogan from the Narragansett School System, shows how models of thinking, levels of

LEVELS OF COGNITIVE DEVELOPMENT AND READING COMPREHENSION

Guilford's Structure of the Intellect	Bloom's Taxonomy	Croft's Taxonomy	Reading Comprehension
Memory	Knowledge (recall)	Literal Recognition	Text Explicit Information (literal comprehension) Identifying sounds, letters, phrases, sentences, paragraphs Recognizing and recalling details, main ideas, sequence, comparison, cause & effect relationships, character traits, patterns
Cognition		Literal Translation	Translating ideas or information explicitly stated: classifying, generalizing, outlining, summarizing, synthesizing
Convergent Thinking	Comprehension (understanding)	Interpretive Reading	Text Implicit Information (inferential comprehension Realizing one's experience and textual exposure Inferring details, main ideas, sequence, comparisons, cause & effect relationships, character traits
	Application (abstracting)		
	Analysis (analyzing)	Analytic Reading (Problems)	Predicting Outcomes Interpreting figurative language, imagery, character motives and responses
Divergent Thinking	Synthesis (production)		Synthesizing convergently and divergently
Evaluation	Evaluation (judging)	Critical Reading	World Knowledge Information (critical comprehension) Making evaluative judgements of reality or fantasy, fact or opinion, adequacy and validity, appropriateness, worth, desirability, and acceptability Valuing Detecting propaganda euphemism, fallacy of reasoning, statistical fallacy (maps, charts), stereotyping, oversimplification
		Creative Reading (requires that something be produced--an idea, a communication, or another expressive form)	Appreciation Emotional response to content Identification with characters or incidents Reactions to author's use of language Reactions to author's word pictures

©Linda Hogan

objectives, types of reading, and specific comprehension skills are interrelated. Many books are available that provide strategies for comprehension (see the section in the Bibliography on Reading in the Content Area). This chart may help identify particular areas for concentration. It is also likely that information in most teacher's manuals is too sketchy to be of much use to a teacher who wants to directly teach some aspect of comprehension such as how to formulate the main idea of a passage (Hare & Milligan, 1984). Most of the information on reading strategies discussed in this document is relatively new. Consequently, most teachers will be unfamiliar with many of these quite recent findings. Just as students need instruction in knowing what, when, why and how to think strategically when reading textbooks, teachers need to be trained in knowing what, when, why and how to teach comprehension strategies directly and to relate these strategies to writing activities such as writing-to-learn.

It is clear that a strong and effective inservice training program is ABSOLUTELY CRITICAL if teachers, particularly content area teachers, are to be expected to apply the process approaches to the language arts discussed in this chapter. Inservice training is discussed in more detail in Chapter Three - "Program Implications for Local Districts."

Summary

This chapter has provided a definition for a unified K-12 language arts program. A unified K-12 language arts program is composed of four main elements -- listening, speaking, reading, and writing. Each of the language arts elements was discussed in terms of the research trends and applications for teachers. Each language arts element was divided into four topics which were: scope and sequence, variations in learning rates and styles, evaluation, and reinforcement in the content areas.

There is a growing consensus among language arts experts, who typically concentrate primarily on one component of the language arts, that the language arts components -- reading, writing, speaking and listening -- should be PRESENTED AS AN INTEGRATED CURRICULUM. This rapidly growing consensus of experts is quite recent, perhaps really beginning to grow since 1980 or 1981. The recency of the material describing research trends in language arts causes two major problems in developing a consistent language arts resource guide.

First, the very large majority of our present teaching, administrative and support staffs have not been trained in the current process approaches to reading and to writing. Considerable inservice staff development will be needed in order for school districts to begin moving effectively in the directions suggested by researchers.

Second, there is a considerable lag between the wide dissemination

of research findings and the development and general availability of instructional materials that incorporate recent research findings. In other words, many current commercial texts, basals, workbooks, practice exercises, etc., DO NOT reflect the process approach to reading and writing. It is also hard to find language arts texts and related materials which integrate, reading, writing, speaking and listening. Consequently, school district staff will need to adapt a wide range of materials and programs and begin moving toward an integrated K-12 language arts program. This will take considerable time and will probably require a fairly extensive staff development effort if staff are to in fact change their teaching behaviors.

The next chapter provides some suggestions for constructing a K-12 language arts curriculum which is consistent with the Basic Education Program standards for Language Arts/English and also the generic standards and processes discussed in, Volume I, "Essential Components of and Procedures for the Development of A Written K-12 Curriculum."

Chapters IV and V are resource chapters which provide the developer with language arts program abstracts and other language arts resource information.

RECOMMENDATIONS FROM THE
COMMISSION ON READING

1. Parents should read to preschool children and informally teach them about reading and writing.

2. Parents should support school-aged children's continued growth as readers. (monitor child's progress in school, encourage reading, limit TV time).

3. Preschool and kindegarten reading readiness programs should focus on reading, writing, and oral language.

4. Teachers should maintain classrooms that are both stimulating and disciplined.

5. Teachers of beginning reading should present well designed phonics instruction (phonics instruction should be kept simple and it should be completed by the end of the second grade for most children).

6. Reading primers should be interesting, comprehensible, and give children opportunities to apply phonics. (After the very earliest selections, primers should tell complete, interesting stories).

7. Teachers should devote more time to comprehension instruction.

8. Children should spend less time completing workbooks and skill sheets.

9. Children should spend more time in independent reading.

10. Children should spend more time writing.

11. Textbooks should contain adequate explanations of important concepts.

12. Schools should cultivate an ethos that supports reading.

13. Schools should maintain well-stocked and managed libraries.

14. Schools should introduce more comprehensive assessments of reading and writing.

15. Schools should attract and hold more able teachers.

16. Teacher education programs should be lengthened and improved in quality.

17. Schools should provide for the continuing professional development of teachers.

CHAPTER THREE

CONSTRUCTING A K-12 LANGUAGE ARTS PROGRAM

Introduction

The purpose of this chapter is to suggest to the reader how one can construct a K-12 language arts curriculum which meets the Basic Education Program (BEP) standards and incorporates the language arts trends and directions discussed earlier. There is no one best approach. Consequently, the following suggestions should be seen as ideas upon which to build or adapt a district's K-12 language arts program. This chapter is divided into two major sections:

SECTION ONE: BASIC EDUCATION PROGRAM REQUIREMENTS

SECTION TWO: PROGRAM IMPLICATIONS FOR LOCAL DISTRICTS.

SECTION ONE: BASIC EDUCATION PROGRAM REQUIREMENTS

In 1983, the Rhode Island Legislature amended Section 16-7-24 of the General Laws of the State of Rhode Island. This amendment calls for "the Board of Regents to adopt regulations for determining the basic education program and the maintenance of local appropriation to support the basic education program." The intent is to ensure that a basic educational program will be available to all students, regardless of where they reside or which school they attend. This uniform availability is essential to the provision of equal educational opportunity. The document containing the compilation of regulations defining a basic educational program is the "Basic Education Program for Rhode Island Public Schools" (BEP), Rhode Island Department of Education, May 23, 1985.

Organization of the BEP

The document provides a framework within which a decision can be made about whether a school district is offering its students a basic educational program, including academic and support programs. There are standards for each topic and companion indicators which will tell educators, decision-makers, and others whether that component is available.

The standards are requirements. They are specific statements about programs, services, conditions, etc., which must be present. The indicators are examples of ways the presence of the standard can be documented. As such, they are not requirements, but they do offer guidelines. Two sections of the BEP, the generic and language arts/English standards, are of particular importance to language arts curriculum development. These standards are presented and briefly discussed in the following sections.

Basic Education Program Standards

The generic standards address the cogency and continuity of the instructional program. the GENERIC STANDARDS (Section 4) apply to all curricular areas including programs offered at comprehensive high schools and the area vocational-technical facilities. All of the generic standards are provided below. These standards are also discussed in some detail in another Rhode Island Department of Education document entitled, Essential Components of and Procedures for the Development of a Written K-12 Curriculum, Vol. 1, April 1985. Standard 4I will be discussed in this document as it has particular bearing on integrating language arts across the curriculum. Following the generic standards are the standards for the Language Arts/English program.

Generic Standards

4A Professional staff shall have the opportunity to be involved in:
- o curriculum development;
- o selection of instructional material; and
- o development of program and student evaluation designs.

4B Current curriculum guides shall be available which include:

- o a statement of purpose/philosophy;
- o program goals and/or objectives;
- o content;
- o suggested instructional activities;
- o suggested teaching strategies;
- o suggested materials; and
- o suggested procedures for student evaluation.

4C The school district's curriculum and instructional procedures shall:

- o be consistent with the stated purpose and philosophy of the school district;
- o be predicated on the principles of human growth and development (including the length and frequency of instructional periods);
- o provide for continuous, sequential progress (where appropriate) for each student, including a system for ongoing assessment to ascertain that children have acquired essential skills and, when necessary, reteaching of such skills until attained;
- o be designed to meet the varying needs of all children;
- o be designed to meet the needs of all students, including those in limited English proficient, special education, compensatory education; and gifted and talented programs; and
- o include those techniques which integrate language arts skills with the subject matter (content of instruction).

4D Curriculum coordination and articulation shall occur at the elementary and secondary level:

- o within grades;
- o between grades;
- o among content areas;
- o with postsecondary education (where appropriate);
- o with programs serving special needs populations:
  - -Special Education
  - -Compensatory Education
  - -Limited English Proficient Education
  - -Gifted/Talented Education.

(Policy on Transitional Programs; Regulations on Articulations between High School and Colleges)

4E The school district shall develop and implement a written plan for program evaluation which includes:

- o the methods or techniques to be used to measure program effectiveness in each area;
- o a description of instruments to be used and which are matched to the program's objectives and instructional activities;
- o a timeframe or sequence for evaluation activities; and
- o indication of the kind of decision or action that will result from the evaluation information.

4F Student progress shall be evaluated:

- o at least every two weeks (except for Art, Music, Library Science and Physical Education which shall be evaluated monthly);
- o using a variety of assessment techniques;
- o based on the instructional program (curriculum content).

4G Evaluations shall be used as one method to assist in the placement of students in appropriate instruction within the classroom. All placements shall be reviewed and modified based upon continual updatings of student progress through the curriculum.
(Standard does not apply to Health Education, Home Economics, or Library Science)

4H Student progress shall be reported to parents at least quarterly. (except for Kindergarten, which shall be three times in a school year)

4I Instruction in each of the curricular areas shall also reinforce:

- o listening skills;
- o speaking skills;
- o reading skills;
- o writing skills;
- o study skills; and
- o reasoning and analysis.

Language Arts/English Standards

a. There shall be a language arts/English program, K-12, which shall include the following areas: listening skills, speaking skills, reading skills, writing skills, study skills, and reasoning and analysis.

b. The middle/secondary school language program shall continue to further develop in a systematic program of instruction those skills which have been developed throughout the elementary grades.

c. At the high school level, the language arts program shall enable students to further strengthen their basic communication skills and apply them to more complex frames of reference. This would include instruction in the use of various modes of speaking and writing, including description, explanation, argument or persuasion as appropriate to a given situation.
   - In terms of reading, the program shall utilize a student's literal understanding in order to develop comprehension at the interpretive and critical levels of thinking.
   - In terms of English, the program shall emphasize understanding of significant literature, drama, prose and poetry.

d. Secondary level coursework shall include:
   - public speaking
   - debate
   - argument and persuasion
   - world, American and English literature
   - literary genres (e.g. adolescent literature, science fiction, mystery)
   - remedial reading
   - developmental reading
   - study skills
   - principles of logical thinking
   - language structure
   - basic composition and techniques
   - analysis and writing
   - creative writing
   - journalism

e. Minimum requirements for all students for graduation shall be four (4) units earned in English (Section II-VI of the Standards for Approval and Accreditation of Secondary Schools in R.I.).

f. The units referred to above shall include coursework in literature, usage and writing.

g. If theater is offered at the secondary level as an option for fulfillment of the one-half unit arts requirement, coursework shall include instruction in each of the following areas:
   - creative drama/children's theater
   - theater history/dramatic literature
   - play production/directing
   - acting/speech/movement

h. One-half unit in the arts shall be required of college bound students, beginning with those students who enter the 9th grade in 1984-85. This half credit may be taken in any arts area (e.g., music, art, theater, dance). (Regents Regulation on Articulation Between High Schools and Colleges).

Developing a Framework for the K-12 Language Arts Curriculum

The foregoing generic standards are discussed in Essential Components of and Procedures for the Development of a Written K-12 Curriculum. A key requirement of the generic standards is that there be a written K-12 curriculum and that the written guide--whether in one or several documents--contain various elements. Each of the seven(7) required curriculum guide elements is briefly discussed in the following portions of this section.

1. Philosophy and Purpose

The position stated in this document is that the K-12 language arts curriculum be unified and contain the four major elements of the language arts -- listening, speaking, reading and writing. In addition, the research as well as BEP standards calls for the development of study skills and higher order thinking skills. Finally, selected language arts skills must be reinforced in all the content areas.

The National Council of Teachers of English (NCTE) has developed a statement called the, "Essentials of English." This statement is a good model for a philosophy and purpose statement. (See Appendix B for the complete statement). It covers all the elements of a K-12 Language Arts/English curriculum. In the NCTE statement, the study of language and literature are listed as two separate components. Communication skills include the elements of listening, speaking, reading and writing and also suggests using media as another skill element. Higher order thinking skills are divided into three general types of thinking--creative, logical and critical thinking. A statement such as this one provides a general framework (philosophy and purposes) which is sufficiently flexible to incorporate the district's current K-12

language arts curriculum and still allow for continued development as a district revises and extends its language arts offerings to become more in line with current research trends and BEP standards.

2. Goals and Objectives

Research dealing with scope and sequence in Chapter Two showed that:

a. It is important to combine the elements of the language arts--writing about reading materials, talking about stories read, reading one's own writing, and discussing both reading and writing.

b. Both reading and writing should be thought of as a series of processes rather than an aggregation of hundreds of specific skills, i.e. larger skills should not be divided into too many discrete subskills.

c. Writing, rather than being a series of skills or processes which occur in a linear order, is composed of a set of hierarchically ordered processes which operate recursively, i.e. any process can occur at any stage in the overall writing process with a writer moving backwards and forwards repeatedly.

d. The language arts are central to the development of higher order thinking processes and, in fact, speaking and writing are tangible examples of one's internal thought process.

e. The major goal in reading development is for students to learn how to comprehend material and to learn how to monitor their own comprehension.

f. Longer blocks of time, both to integrate the language arts objectives and to allow time needed for students to process their ideas (in effect, "time to think"), are needed.

The above statements should serve as general goals or directions for the development/selection of course and grade objectives.

A second major source for establishing goals and major student outcomes for the language arts are the required competencies for Rhode Island high school graduation. As was noted in Chapter Two, these competencies, established for (1) speaking and listening, (2) writing, (3) reading, (4) study skills, and (5) reasoning and analysis, are to be

incorporated in high school courses which all students take.* Though the competencies are not tested specifically, reviewing these required student outcomes should suggest the type of more specific skills and abilities that would be prerequisite to these student outcomes. Determining a course sequence by moving from desired or required outcomes is a perfectly acceptable approach.

A third source of goals and objectives are already existing scope and sequence statements which can be adopted and/or adapted. Given the relatively recent nature of the current language arts research, it is highly likely that no single language arts series or program covers a K-12 unified language arts program. Consequently, developers will need to: (1) pick-and-choose from various commercial materials designed for specific elements of the language arts; (2) adopt or adapt other language arts programs that integrate portions of the K-12 language arts curriculum; (3) develop and try out their own experimental programs which address identified gaps in the district's K-12 language arts program; (4) find other districts who have similar problems and work cooperatively on any aspects of the language arts curriculum; and/or (5) use whatever combination of approaches is necessary, probably building up a total program over a multi-year period. Since developers will probably use an eclectic approach to the selection of language arts program components, it is critical that all the components mesh both between language arts elements in a given grade and across several grade levels.

*The competency statements are included in the, "Applications--Scope and Sequence" sections of Chapter Two.

At the high school level, establishing objectives becomes a different problem. In this case, the English department has traditionally provided language arts (English) instruction alone. The BEP and the research call for reinforcement of selected language arts skills or sub-processes across all content areas. This means at least two things: (1) developers will have to look closely at the English curriculum and insure that all the elements of the language arts are adequately addressed--the chances are that too little attention is given to writing and speaking; and (2) developers will have to establish a process for bringing together department chairmen or their designees in order to work out how language arts skills or sub-processes, that are to be "systematically reinforced," will be selected and then worked into the respective content area curricula. Chapter Four provides abstracts of language arts programs including some experimental models for reinforcing selected language arts skills across the content areas. Regardless of what approach is used, the developers should insure that the NUMBER OF OBJECTIVES SELECTED IS MANAGEABLE. It is better to do a small core of objectives well and then add on over time than to develop a "comprehensive but unmanageable paper document."

3. Content

It has been noted earlier that there is probably no single program which satisfies all of the previous research trends--at least not yet. This means that: (1) the main basal series (probably reading) may have to be supplemented with a writing program (commercial or otherwise) and perhaps a language arts program (commercial or otherwise); and (2) developers will have to decide how the separate language arts programs will be combined and provide the teachers with specific information on

what, when and how the content for each separate program will be used in the classroom. In effect, the content section of the curriculum guide will probably have to code material to both objectives and instructional activities.

The problem at the high school level changes. At this level, the content is what is being taught in the respective texts whether single or multiple. It will probably be necessary for curriculum developers to decide how they will assist content teachers to use their content in ways WHICH DEVELOP THE SELECTED LANGUAGE ARTS SKILLS. Specifically, the district will have to train their teachers in applying comprehension strategies, process writing approaches,and speaking and listening skills. Since the content is what is being taught in a given subject, the language arts training and materials need to be both general and specific, i.e. develop approaches to identifying the main idea of a paragraph, section, article, etc, but in terms of the specific text(s) used in the course. This means that some "in-house" training or at least some adaption of commercially available training materials must take place.

Finally, though discussed separately here, the selection of objectives, selection of content, and development of learning activities is all interrelated. Either the selection of objectives or the selection of content topics can be used to begin building the curriculum.

4. Suggested Instructional Activities

The research clearly shows that:

a. a wide range of instructional activities must be provided to accommodate the very wide range in beginning language abilities,

b. the activities for all groups--high, medium and low--must be challenging and carefully designed,

Note: Currently, activities for the low and medium groups are, typically, qualitatively weaker.

c. special activities and/or programs will be needed for those middle and junior high school students who are unable to keep up with the "average" pace or who fall too far behind to be served by the classroom teacher.

One possible approach for addressing the needs of all students and at the same time providing more instruction in the language arts would be to set up a Developmental Reading/Writing Class in the middle and junior high school levels. Such classes would: (1) extend and enrich the advanced students, (2) elaborate on average students' language arts skills, i.e. higher levels of thinking and comprehension skills, and (3) continue to develop the fundamental or basic reading skills of the below average students while attempting to extend their skills to higher levels of cognitive functioning and comprehension.

The developmental reading/language arts person(s) would become an integral part of the middle school/junior high school team and assist teachers in the design of activities to foster language arts skills in the various content areas.

Special language arts programs at the high school level could also be operated by developmental reading and/or language arts specialists. Such programs would focus on developing study skills, reasoning and analysis skills (higher order thinking) and providing tutoring or special assistance on writing. A design for developing a secondary language arts reinforcement program across the content areas is discussed in Section Two of this Chapter.

Regardless of the approach used to provide additional assistance to students who need extra help and practice in the language arts classroom, it is important for specialist personnel and the classroom teachers to talk and plan together regularly so that the classroom teacher can reinforce the special learning activities with these students in the regular classroom and vice versa.

Finally, it is important that the activities be real activities not artificial. Research clearly shows that speech and writing must be based on a clear purpose and audience.

Too frequently teachers select the purpose and audience for the task and wonder why the students are not involved or excited. The teacher can set the framework, e.g. write or give a speech designed to persuade an official to follow your idea(s). What should not be done is to name the specific official and the specific idea(s) to be developed. The general task or activity can be designed but there must be freedom for student choice and individual development. The same notion of choice applies to reading. It is important for students at all ages to have choices in their selection of stories. Again, the general task--e.g. read an autobiography, adventure story, poem, etc. and write about what you liked most and what you liked least--can be set but there needs to be latitude for student choice. Activities such as the Science Fair, Energy Fair, History Day and Reading Week activities are excellent opportunities for teachers to allow students to chose topics, integrate curriculum areas and have an excellent experience.

5. Suggested Teaching Strategies

The research trends presented in Chapter Two imply that the role of the teacher needs to change if teachers are to effectively implement

process approaches to reading and writing. The need for real purposes and audiences for communications means that students must have much wider choices in what they read and write. Teachers, particularly in the higher grades, will not have read all the books students select. Teachers will not know about all the topics that students write about. Consequently, the teacher will have to operate more like a tutor or "coach" who has frequent short conferences with individuals and provides assistance as needed rather than predominantly employing a lecture/discussion discussion approach. This does not mean that whole class direct instruction in inappropriate. It does mean that whole class direct instruction should only be a part of the instructional approach and be used to develop basic underlying skills, key topics, or to address problems or questions of concern to all or most of the class. Learning is more effective when students are actively involved in learning and interacting with the material and each other. The lecture/discussion approach is essentially a passive approach to learning and needs to be supplemented with more interactive teaching approaches.

In addition to employing individual tutoring and coaching, the teacher can also use techniques that take advantage of peer teaching approaches such as, "peer tutoring", structured reaction groups of two-four students and other collaborative learning approaches.

Finally, employing process approaches for language arts instruction and for the reinforcement of language arts skills in the content areas will require considerably more time than do approaches in which the teacher simply tells students things or directs them through a highly structured group discussion or exercise. Consequently, the number of objectives and activities will have to decrease putting a greater

premium on the selection of objectives and activities.

A second problem with the change to process approaches is that students and teachers may not know how to act and/or react and in what amounts to an interactive classroom environment. Consequently, curriculum developers will have to provide inservice training and manuals or other materials for the teachers if they are to actually use such approaches. It will also be necessary to provide inservice training and/or to orient parents to the new teacher roles. The teachers, once trained in process approaches, will have to build into their instruction time to train students how to operate in this new environment--i.e. how to work cooperatively and how to do much more for themselves. Students will not believe they need to change their behavior unless the required changes are consistent within a class over time and reinforced by several different teachers.

6. Suggested Materials

This section on materials is related to both variations in rates of learning and also to styles of learning. The research shows that excessive reliance on any single basal or text creates serious problems for student learning because no single program can meet all student needs. The obvious implication is that there needs to be a wide variety of print materials appropriate for a range of reading levels and interests. It is also clear that students do not all learn in the same way. Some students are highly effective visual learners but have problems with abstract materials in print. Other students are auditory learners. All of the senses come into operation, but a person may prefer one style or mode over another.

Rather than force all students into a single primarily print based

pattern, it is important to have materials available which address alternative learning styles. A person may listen to a cassette of a book and decide to try reading. Another may watch a play and want to write. Having materials that appeal to several modes or styles of learning increases the chance of all students achieving the required skills and activities.

Two specific steps can be taken by curriculum developers. First, curriculum developers and school administrators can take steps to secure funds or reallocate existing funds for the purpose of expanding library and learning resource center holdings in all modes--print and AV. In addition to these central resources, funds should be made available to allow teachers to establish small supplementary classroom libraries and learning centers. Teachers will need to be shown both why this is necessary and given help in ordering and setting up practical management approaches for using such materials.

Second, curriculum developers along with building and district administrators and library personnel can develop a means to catalogue and disseminate resource material supplements for various age/grade levels. Librarians, in particular, should work closely in the development of the K-12 language arts curriculum. In many districts school librarians provide direct instruction on study skills and other higher order thinking skills such as researching a problem. The volume entitled, Essential Components of and Procedures for the Development of a K-12 Curriculum, provides some examples of how resource supplements can be developed. Teachers will not use a wide range of resources unless they: (1) know what is available and where it is; (2) know how various resources fit into the curriculum objectives; and (3) can turn

to someone for help in trying out approaches and special materials. The foregoing items constitute an excellent role description for language arts specialists--i.e. developmental reading teachers, writing resource specialists and language arts consultants--who may be available in the system or who could be hired.

7. Student Evaluation Procedures

The implications for evaluating reading and writing using process approaches will be particularly difficult for teachers to address. The research shows that traditional approaches based upon the evaluation of the various skills and subskills do not effectively assess the higher order thinking skills needed for communication facility. Researchers suggest that a different approach--one which is directly tied to higher order or more holistic outcomes--is required. The problem is that student evaluations of larger skills or whole products, e.g. an entire piece of writing, a tape of a speech, reviews of student writing journals, etc. will take a fair amount of time. Consequently, the number of formal evaluations (grades) in a given quarter or marking period will decrease. Decreasing the number of grades will pose several problems, including: (1) concern from administrators who want several grades to better justify a teacher's final grade; (2) concern from parents who may think the teacher is "too easy" if all mistakes are not corrected; (3) concern from the top students who want to know exactly what they got on any given assignment; and (4) concern from the teachers who want to justify their final grade and who also worry about penalizing a student who does poorly on a particular test. Grades can be given to intermediate points in a given process or final product if it is necessary to meet stipulated grading policies.

All of the foregoing concerns have logical and very reasonable answers. However, the acceptance of the "answers" will take time for all parties--parents, administrators, teachers and students. Essentially, grading or evaluation under a process approach is testing to see "what people know." A "formal grade" is not given to an end product until it is ready for evaluation. A writer does not submit a "draft" for publication. A person (child) does not try to convince another person (parent) to allow him or her to do something really important without "rehearsing his pitch" in his head or with a friend first. The obvious point is if a teacher focuses on the processes of individual students over time he or she knows where the students are and when a given piece of work is ready for a final grade. In effect, the teacher is moving toward a criterion-referenced system with time being the controlled variable. The student is competing against himself or a predetermined criterion not against the rest of the class. Such a change is not just a difference in technique, it is a fundamental change in the evaluation philosophy.

It is also necessary for the districts to conduct norm-referenced, standardized testing as required by the Statewide Assessment Program (see page 88 for the areas and grades that will be tested) which will be phased in over the next several years. Reading and language arts will be tested in April 1986, using the Metropolitan Achievement Test, Sixth Edition. Such testing provides information on the relative performance of an individual, group, etc. against a normed group (usually a national sample). Such information should not be used to judge an individual against the stated curriculum objectives. The information should be used to: (1) spot weaknesses or gaps in the

curriculum that need to be addressed, (2) track overall student progress--Are particular skill area scores rising, holding or falling over time? and (3) make policy decisions, e.g. provide more time for a particular element of the language arts, provide inservice training in a particular area, etc.

Finally, curriculum developers need to decide how and to what degree they will assess the competencies required for high school graduation. NOTE: No direct testing of the competencies beyond passing the course is required, but a district may wish to track progress in these competencies.

SECTION TWO: PROGRAM IMPLICATIONS FOR LOCAL DISTRICTS

Introduction

The review of the literature and the discussion of the seven elements required for a K-12 written language arts curriculum identified three problems that go beyond the work required to develop a written curriculum, but which are essential to the successful implementation of the curriculum. They are:

(1) Systematic Inservice Training Programs,

(2) Parent Awareness/Training, and

(3) Reinforcing Language Arts in the Secondary Grades.

Systematic Inservice Training Programs

It is clear that the process approaches to reading and particularly writing will require extensive inservice training for both teachers and administrators. The content and processes that require inservice training are discussed in both the research and application sections of Chapter Two. Five topics are particularly important:

1) Process Writing - What is it and how can one employ process writing approaches in his or her classroom?

2) Reading Comprehension Strategies - What exercises can teachers use to assist students to better understand both fiction and non-fiction text materials?

3) Higher Order Thinking Skills - What are higher order thinking skills and how can such skills be taught?

4) Integrating Reading, Writing, Speaking and Thinking - What are appropriate strategies for such integration?, and

5) Evaluating Student Writing - What are the implications of process writing approaches for evaluating student writing?, and What techniques can be employed?

There is no formula or set design for determining just what is an "effective" inservice program. It is possible to suggest some general guidelines for inservice training programs which include:

- o Define Need - The topics selected should be directly related to and/or flow from the curriculum development/revision work. If at all possible, the requests for training should come from the people to be trained. A person will put more into a voluntary training experience than in a required training exercise.

- o Logically Order the Program - Provide training in those skills, processes, steps etc. that are most important to achieving selected program objectives or which are needed in order to begin.

- o Carefully Select the Training Approach - Don't lecture someone about process writing. Have people do the process or activity that they are expected to use after the training with students.

- o Design at Least One Follow-up Session - When one is dealing with a complex activity or process, one session of 2-4 hours (a typical release time block) WILL NOT BE ENOUGH TIME. People need to try various approaches and then have a chance to raise questions, see a demonstration lesson, or give a lesson and have it critiqued by a consultant, etc.

- o Reward Successful Practices - Some people will come up with very successful applications of the training. They can be used, if they so chose, to work with others on the staff. This is a modification of a "turnkey training" model. It will also encourage others to improve.

- o Allow for Experimentation and Failure - This idea is related to the previous two items. Not all applications will work. However, all experimentation should be viewed as a learning experience. It is important to allow staff to try out new ideas and to provide staff with the chance to discuss their attempts with someone who can show them how to modify the attempt.

The approach to inservice training discussed here is one that assumes that changes in behavior take time and depend upon repeated and consistent reinforcement of the behaviors and practices desired. Such programs will require:

1) Long-term administrative commitments, and

2) Reasonable financial support to pay for the consultants, extra teacher time, and training materials.

Parent Awareness/Training

Parents need and want to know what the schools are doing with their

children. Parents may get directly involved in their child's education or simply form impressions about what is going on by hearing talk and looking at the work a child brings home--or, perhaps, doesn't bring home. Also, parents (actually everyone who went to school) have an impression of what school should be based on what they experienced in schools.

Educators, if they want the support of parents, need to explain clearly:

- o What is happening in programs
- o Why a particular program should be operated
- o Why a particular change like focused correction, (only one error pattern on a paper is corrected) is really a reasonable approach
- o How parents can help their children in practical and specific ways
- o Why teacher/parent conversations can be very important to the teacher in coming to understand what a given child needs
- o How a parent can directly help out in the school-field trips, tutors, guest speakers, booster organizations, etc.

There are many examples of highly successful parent involvement programs. The key to all of them, just as was noted for effective inservices programs, is very careful planning and a concerted and consistent effort over a long period of time.

Reinforcing Language Arts in the Secondary Grades

In Chapter One the problem of providing integrated language arts in the secondary grades was introduced. Further, it was noted that there are two major dimensions of this problem:

1. establishing a process or set of formal procedures that will assist secondary school personnel to coordinate their curriculum through cooperative planning both within a given department and between departments, and

2. defining the content to be reinforced and the roles of both the English and content area teachers.

There is no fully developed and implemented program now operating in Rhode Island which contains the above elements. There is an experimental model which addresses the foregoing dimensions and which is being implemented in three Rhode Island districts. The experimental model is briefly discussed here.

Secondary Thinking/Learning/Study Skills Program - Cranston developed this program as part of its Comprehensive Reading Program. Personnel from the districts of Bristol and Johnston attended summer training designed to explain the model and then adapted the content of the training to fit the particular needs of Bristol and Johnston. The total program is implemented in phases over a 3-5 year period.

The philosophy is that thinking/learning/study skills must be integrated into all content areas and across all grades and must follow a systematic program of instruction, review and application. In addition, the success of the program depends upon the shared responsibility of administrators, teachers, students, parents and community.

The typical organizational approach is for a district to develop a thinking/learning/study skills planning task force which, through various activities, e.g. surveys, interviews, readability analyses of textbooks, etc., determines top priority need areas. Members of the planning task force then go to summer training provided by the Cranston project staff.

Once the initial analysis of needs and summer training is completed, the task force:

- develops a plan which defines the topics to be implemented across the curriculum and projects major activities over a multi-year period.
- expands the group to involve more of the department heads and interested teachers.

- develops materials for the selected topics and determines what training is necessary.

- assists in conducting training, is available for technical assistance to fellow teachers and monitors the overall plan operation.

Two components of this type of program are critical:

1. Systematic Inservice Training - over the full 3-5 year implementation period, and

2. Direct Specialist Support - the content area department chairmen cannot serve as specialists for the language arts topics selected. Districts who are using this model have hired a part-time or full-time developmental reading specialist or a resource teacher with experience in the language arts (especially writing). The specialist support is essential for both direction and continual technical assistance to classroom teachers.

The specifics for the thinking/learning/study skills programs in Bristol, Cranston and Johnston are provided in the Chapter Four program abstracts.

SUMMARY

The purpose of this Chapter is to connect the findings of the researchers and recommendations of major language arts associations with the requirements of the Basic Education Program (BEP)--generic and language arts/English sections. The reader should look at the more general material in Volume I which address the seven elements of a written K-12 curriculum, consider this abbreviated discussion of specific language arts considerations--also in terms of the seven elements of a written K-12 curriculum--and begin deciding what revisions, additions or deletions are needed in his own K-12 language arts curriculum. The goal over time is to have in place a unified K-12

language arts curriculum which combines the four major elements of listening, speaking, reading and writing. All secondary content areas should reinforce selected objectives drawn from the four language arts elements. The second section of the chapter highlighted the importance of inservice training for staff and parents and provides some guidelines and suggestions for designing training programs. A brief discussion of a secondary language arts thinking/learning/study skills experimental program is also provided.

The next two chapters provide additional language arts resource material in the form of selected language arts program abstracts and other useful language arts information. If so desired, the reader may wish to use these first three chapters as a language arts curriculum guide and the last two chapters as supplementary resource material.

CHAPTER FOUR

LANGUAGE ARTS PROGRAM ABSTRACTS

Introduction

The purpose of this chapter is to provide brief descriptions of selected language arts programs. If a particular program description appears to fit the reader's needs he or she should contact the listed contact person(s) for more complete information. No attempt has been made to survey all language arts programs operating in Rhode Island public schools. There very well may be other programs as good as the programs listed here. The Department of Education will send out supplementary up-date material that can be added to this document on an annual basis. Finally, no single program listed meets all the trends noted in the research (Chapter Two). An attempt has been made to provide at least one program description for each major grade level, i.e. elementary, middle/junior high, and senior high. The program descriptions are grouped according to elementary (k-6) and secondary (7-12). Some programs are listed that only address one of the four language arts elements. It is hoped that the reader will adapt and/or combine the listed programs in order to gradually move his district's language arts curriculum toward a unified language arts approach which incorporates the four major elements -- listening, speaking, reading and writing.

The actual criteria used to select programs for inclusion were as follows:

1. The program is moving toward a unified approach to language arts;

2. The program is in operation in one or more Rhode Island school district;

3. The program is a nationally validated program and, though not in a Rhode Island school district, addresses the issue of language arts reinforcement across the content areas; and

4. The program is experimental, i.e. being implemented and not yet fully developed -- a few of these type programs are listed in the hope that networks can be developed for programs designed to reinforce language arts across the curriculum.

No programs have been listed unless written materials are available which cover all or nearly all the required elements of a written curriculum (see Chapter Three and also Volume I). In the case of experimental programs, both the model and a careful log of activities done to date (December, 1985) must be available. If you have a program that you feel meets the foregoing criteria and should be included in supplementary up-dates, please send the material to Dr. John C. Pitman, R.I. Department of Education, 22 Hayes Street, Providence, RI 02908.

Summary of Program Abstracts

A total of 17 programs are abstracted, 12 for grades K-6 and 5 for grades 7-12. Some of the programs have particular applications for special populations. The following summary table lists all the programs and provides a checklist of program elements covered by each of the listed programs.

SUMMARY MATRIX FOR LANGUAGE ARTS PROGRAM ABSTRACTS ACCORDING TO SELECTED CATEGORIES

PROGRAM TITLE	LANGUAGE ARTS COMPONENT I				GRADES SERVED	WRITTEN CURRICULUM COMPONENT							NATIONALLY VALIDATED	RHODE ISLAND SITE	COMMENTS
	Listening	Speaking	Reading	Writing		Philosophy & Purpose	Goals & Objectives	Content	Learning Activities	Teaching Strategies	Materials	Evaluation			
ELEMENTARY GRADES															
1. Andovers Integrated Reading System: AIRS			x		K-6	x	x	x	x	x	x	x	x	x	language arts component is handwriting, spelling, grammar, capitalization and punctuation
2. Bristols Comprehensive Reading/ Language Arts Curriculum	x	x	x	x	K-8	x	x	x	x	x	x	x		x	
3. Cranston's Comprehensive Reading Program; CRP			x		K-6	x	x	x	x	x	x	x	x	x	Cranston operates a separate language arts curriculum
4. Early Prevention of School Failure: EPSF	Developmental Learning Skills for Success in Formal Reading, Speaking, and Writing in grade one				Ages 4-6	x	x	x	x	x	x	x	x	x	Developmental with special education and or Chapter I assistance
5. Project Exceptionally Ready	x	x	x		K-1	x	x	x	x	x	x	x		x	
6. Help One Student to Succeed: HOSTS			x		K-12	x	x	x	x	x	x	x	x	x	operates K-8 in R.I.
7. Learning to Read through the Arts	x	x	x	x	2-6	x	x	x	x	x	x	x	x	New York City Developer-nearest site	
8. Lincoln's Writing Program				x	K-8	x	x	x	x	x	x		x	Working on the evaluation component	
9. Narragansett's Reading/Language Arts Curriculum	x	x	x	x	K-6	x	x	x		x	x	x	x	Working on learning activities and enrichment section for grades 7 & 8	
10. Providence's Reading Language Arts Program	x	x	x	x	K-8	x	x	x	x		x		x		
11. Quill! Microcomputer-Based Writing Activities				x	3-6	x	x	x	x	x	x	x	x		
12. TALK! Teaching Activities for Language Knowledge	x	x			K-3	x	x	x	x	x	x	x	x	x	
SECONDARY GRADES															
13. Bristol's Learning/ Study Skills Program		x	x	x	8-12	x	x under development							x	Experimental program
14. Cranston's Comprehensive Reading Program		x	x	x	7-12	x	x	x	x	x	x	x	x	x	Model Learning/Study Skills Program
15. Johnston's Learning/ Study Skills program			x	x	7-12	x	x	x	x					x	Primarily7-8. The 9-12 piece is experimental and under development
16. Reading Power in the Content Areas (VRP)			x		7-12	x	x	x	x	x	x	x	x	x	Has a vocational component
17. West Warwick's Writing Program	c	c	c	c	7-8	x	x	x	x	x	x	x		x	

PROGRAM ABSTRACTS

GRADES K-6

ANDOVER'S INTEGRATED READING SYSTEM

STATEMENT OF PROGRAM

Andover's Integrated Reading System (AIRS) is a reading/language arts program designed to serve grades K-6. The program has been adapted in Rhode Island by the Exeter/West Greenwich School System.

PROGRAM DESCRIPTION.

1. Philosophy and Purpose

The program is a diagnostic proscriptive program designed to teach the basic skills of reading/language arts and to foster the enjoyment of literature.

2. Goals and Objectives

In grades 1 and 2 the reading objectives are keyed to the Economy Company's 1975 and 1986 reading texts. In addition to reading objectives, AIRS has developed and keyed to the Economy texts lessons in handwriting, dictations, spelling and sight word study.

For grades 1-6, AIRS has developed objectives and materials for teaching comprehension, word meaning, structural analysis, spelling, capitalization/punctuation, and grammar/word usage. In the Individualized Reading/Literature component students apply the reading and writing skills they have learned.

3. Learning Rate and Learning Style

Instructional activities, materials, and tests are keyed to individual behavioral objectives. An objective, with associated learning activities and test items, is covered in a student instructional booklet. Each booklet contains lesson(s), follow-up(s), reinforcement practices, and a post test. Teachers Manuals are also provided which provide additional information and answer keys for the student booklets.

A major component of the program is independent reading tied to comprehension objectives. Students spend a portion of their reading time using individualized reading and literature books. It is important that teachers have a collection of trade books or easy access to such books for this component of the program.

The booklets and materials can be used: (1) as a group or whole class lesson followed by individual practice, (2) as part of an individualized program for each student, or (3) independently by students to review needed skills. In general the goal is to gradually move from a high degree of teacher direction to increasingly independent learning by the student.

The program also uses the Hopkins Mastery Management System software for computer assisted management of the program's components. In addition, the program has developed, under a grant from the Apple Educational Foundation, instructional software (AIRSware) for reinforcing and enriching the AIRS Word Meaning Component.

4. Evaluation

Each booklet contains a criterion-referenced post test for the objective(s) developed in the booklet. At the end of a level or grade the student may be given the comprehension pretest for the next level. This provides a profile of all objectives covered in the previous level and enables the teacher to identify specific objectives which need further work before moving to the next level. The AIRS/MMS (Mastery Management System) enables AIRS adopters/adapters to use the Apple microcomputer for scoring and analyzing selected tests, monitoring student progress, and prescribing appropriate study helps.

SPECIAL CONSIDERATIONS

If a collection of appropriate trade books is not available within the school, provisions should be made to provide a basic library for each teacher. The use of public library books might accommodate this need.

It will also be helpful if there is a program coordinator to monitor program implementation and assessment. This should, logically, be the responsibility of the building principal.

The AIRS program has been adopted by the Exeter/West Greenwich school system. Carol Beatrice coordinates grades K-3 and Sally Kent coordinates grades 4-6. Both people will be glad to arrange for visits if people would like to see a model site. (See Contact Information).

PRODUCTS AVAILABLE

The following products are available:

(1) Approximately 135 Student Booklets - covering all objectives.

(2) Approximately 25 Teacher Resource Manuals - tied to various program levels.

(3) Six sets of General or Specific Cards to accompany Literature Books.

CONTACT INFORMATION

Theresa G.Murphy, Executive Director, Andover Public Schools, Bartlet Street, Andover, MA 01810, (617) 470-3800 Ext. 373.

Local Contacts: Carol Beatrice, Reading Coordinator K-3, Wawaloam School, Victory Highway, Exeter, RI 02822, (401) 294-6400; Sally Kent, Reading Coordinator 4-6, Metcalf Middle School, Nooseneck Hill Road, Exeter, RI 02822, (401) 397-3375.

BRISTOL'S COMPREHENSIVE READING/LANGUAGE ARTS CURRICULUM

PROGRAM STATEMENT

The Bristol comprehensive reading/language arts curriculum serves grades K-8. It was designed initially as a K-8 reading curriculum with a skeletal language arts component. A language arts committee has subsequently developed the language arts component using the same basic formates as are used for the reading component. The result is a integrated K-8 language arts curriculum.

PROGRAM DESCRIPTION

1. Philosophy and Purpose

The reading language arts instruction is based upon the understanding that optimum learning takes place in an environment that encompasses the goals of continuous progress and mastery learning. The key to an effective reading/language arts program is continuity and organization. The program emphasizes the concept of continuous progress in which students advance at their own rate of achievement rather than at a rate set by age or grade. Students are placed at their instructional level and allowed to move at their own rate in mastering skills. The program is designed to enable students to communicate effectively with the ultimate goal being that a student learns to write well. The reading and language arts curriculum components complement one another as to process and techniques. Both reading and writing are considered as forms of the thinking process.

2. Goals and Objectives

The program is divided into levels/segments beginning with kindegarten and then going from level 1-13. The 13 levels/segments cover grades K-8. READING OBJECTIVES are divided into: (1) Word Identification, Vocabulary-word recognition, and word meaning; Comprehension-literal, interpretive, evaluative and creative; Study Skills; and Literary Appreciation. LANGUAGE ARTS objectives are divided into: Listening, Speaking, Mechanics-grammar and usage, spelling, and handwriting; Writing. The language arts objectives follow the reading objectives for a grade level in the teachers guide. The basic text and basal series supporting the program are:

(a) Scott Foresman Reading Series.
(b) Scott Foresman, Language Skills and Use.
(c) Mastery Learning Corp., Writing and Thinking.

3. Learning Rate and Learning Style

There are two primary documents which assist the teacher in implementing the program: (a) a "Comprehensive Reading and Language Arts Program Guide" which includes a philosophy, policies and procedures, instructional pacing charts, sequential reading and language arts skills, reading enrichment activities and forms and supplements; and (2) a Resource File Index-which codes and lists each curriculum objective and then lists all available instructional activities and evaluations and tests in the three major series used. The program also provides an enrichment component. Using the same series for both reading and language arts components greatly facilitates the integration

of the total language arts. The following is provided as an example of the program's integration (example taken from teaching the mystery story, grade 5). The program provides for (1) literature to model a mystery story, (2) the study skill of map reading as it relates to mystery story writing, (3) speaking skills in the context of brainstorming for story writing, (4) vocabulary in the context of developing word banks for mystery story writing, and (5) story planning skills as a prewriting exercise.

4. Evaluation

Evaluation measures include skills tests, and section tests provided by the company, as well as informal measures chosen by committee members. To provide for on-going evaluation, both review and evaluation pages are listed in the Resource File Index for mid-point and unit end. The formal evaluation is tied to the districts norm-referenced testing program in which all students are tested on the reading and language components of the MAT 6.

SPECIAL CONSIDERATIONS

An important feature of the program is the use of the reading specialists as consultants to the classroom teachers and to the building principals. The reading specialists responsibility is to assist teachers in developing instructional strategies, implementing the program, testing and placing students and coordinating all resources with the classroom teachers. The planning and operation of a staff development program, to orient and assist teachers in the implementation of the integrated reading/language art program, is the responsibility of the Manager of Instruction and Director of Reading Services.

PRODUCTS AVAILABLE

The following products are available for review on site on limited distribution:

(1) Comprehensive K-8 Reading/Language Arts Curriculum (review).

(2) Copy of a complete segment of Curriculum.

(3) Resource File Index and Supplementary Materials (review).

(4) Copy of a complete segment of Resource File.

CONTACT INFORMATION

Dr. Marie C. DiBiasio, Manager of Insructional Services or Mrs. Arlene Miquel, Pupil Personnel Services, Bristol Public Schools, 151 State Street, Bristol, RI 02809, (401) 253-4000, Ext. 28.

CRANSTON'S COMPREHENSIVE READING PROGRAM K-6

STATEMENT OF PROJECT

CCRP is a program designed to provide effective instruction and monitoring of essential reading skills in grades K-12. The K-6 grade segment is presented in this abstract. The 7-12 segment of the program is in the secondary grades section.

PROGRAM DESCRIPTION

1. Philosophy and Purpose

The philosophy of Cranston's Comprehensive Reading Program is that reading is a thinking process involving meaningful interaction between the reader and written language. Learning to read is considered to be developmental in nature and, as such, is part of the broad spectrum of skills that incorporate listening, speaking, and writing. An important premise of the program is that each student needs to acquire skills, have opportunities to apply skills in content area subjects and real life situation, and come to appreciate reading as a pleasurable leisure time pursuit. The quality of instruction determines the extent to which these needs are met. In Cranston, it is recognized that quality learning takes place in an environment that exemplifies the goals of continuous progress and mastery learning.

2. Goals and Objectives

The major objectives of Cranston's Comprehensive Reading Program are:

1. To provide a developmental reading program that meets the needs of the below average, average, and above average student.

2. To provide an adequate readiness program that will include the necessary pre-reading skills for successful entry into a reading program.

3. To provide the student with a reading program that will teach him to decode words and their meanings; and to operate at the cognitive levels of reading comprehension - literal, interpretive, analytical, critical, and creative.

4. To develop the student's ability to transfer his decoding and comprehension skills, in the application of these skills, to content area subjects.

5. To develop student's ability to become an independent learner by developing learning/study skills in content area subjects.

6. To develop students who view reading as an enjoyable experience, and who use their reading skills for recreational reading.

7. To provide a support system for students and staff, through the use of reading specialists, to assist in the on-going improvement of student performance and the overall quality of the reading program.

3. Learning Rates and Styles

CCRP organizes and coordinates the delivery of reading instruction for elementary and secondary school students using a variety of commercial reading texts and supplementary materials. The reading curriculum guide is termed Standard Operating Procedures (SOP). SOP is a systematic, student-centered approach to the teaching of basic reading skills which include a philosophy, goals and objectives, a scope and sequence of skills, evaluation measures, management policies and procedures and resource material for effective teaching.

The reading specialist, as a member of the instructional team which includes the principal, classroom teacher, reading consultant and Chapter I reading teacher, is responsible for coordinating the developmental reading program at the building level. Initially, students are given a diagnostic assessment. This assessment is used to place students at an appropriate instructional level. Using the skills checklist and on-going performance monitoring, the classroom teacher in consultation with the instructional team, adjusts the level and pace of instruction. The classroom teacher is responsible for on-going monitoring and assessment of students' progress. Students requiring remediation and specialized instruction are serviced by resource personnel under the coordination of the reading specialist/consultant.

4. Evaluation

CCRP monitors student's mastery of skills on an on-going basis. Mastery levels are set and validated through analysis of actual performance data. Reading checklists, a part of the record-keeping system, are used by the teacher to monitor the progress of each student. Basal reading tests and criterion-referenced tests monitor progress within a program level. District-wide norm-referenced tests are administered at grades 2, 4, 6, 8, and 10.

SPECIAL CONSIDERATIONS

Implementation is accomplished in four phases over an 18-month time span: (1) needs analysis and planning; (2) training; (3) curriculum and management system development; and (4) program implementation. Training is provided by CCRP staff for reading specialists, principals, department chairpersons, and the district coordinator. Typically, implementation takes place in the elementary schools first, with the junior and senior high school following.

An important feature of the CCRP process is the use of the reading specialist as a consultant to classroom teachers and to the building principal, department chairpersons, and guidance personnel. The specialist's responsibility is to assist the teachers and department chairpersons in developing instructional strategies, monitoring progress, conducting formal assessments and coordinating all resource programs with the classroom-based developmental reading program.

PRODUCTS AVAILABLE

The following products are available for the CCRP, grades K-6:

1) Standard Operating Procedures (SOP)

2) Resource File of Activities/Assessment

3) RISE-Enrichment Component

4) Breaking the Barrier (Student Handbook)

CONTACT INFORMATION

Catherine M. Ciarlo, Director of Reading Services, or Beverly J. Montaquila, Project Coordinator; Cranston's Comprehensive Reading Program; Department of Reading Services; 845 Park Avenue, Cranston, RI 02920. (401) 785-0400, ext. 150.

EARLY PREVENTION OF SCHOOL FAILURE

STATEMENT OF PROGRAM

Early Prevention of School Failure (EPSF) is designed to prevent school failure by identifying the developmental levels and learning styles of children ages 4 through 6 years (or 4, 5 and 6 years).

PROGRAM DESCRIPTION

1. Philosophy and Purpose

The EPSF program is designed to immediately identify and provide services for the high risk children and the moderate risk group which too frequently is not identified until they have experienced 2-4 years of school failure. Early identification and the provision of appropriate services will greatly reduce school failure.

2. Goals and Objectives

The goal is to prevent school failure through early identification and remediation of developmental learning deficiencies of children entering school. Objectives of the training program and program materials deal with the following topics: screening; diagnostic and classroom techniques which identify, remediate, and ameliorate developmental delays; problems or deviations in gross and fine motor skills; expressive and receptive language; auditory and visual memory; and discrimination skills that can adversely affect future school performance.

3. Learning Rate and Style

The EPSF program provides training to adopter district teams composed of teachers of 4-6 year old children, resource personnel and the administrator or coordinator. The first step in the program is the screening of children entering school to determine their learning style and developmental level. The screening team administers selected tests to assess each child's development in visual, language, auditory, fine motor and gross motor functioning. During the screening of children or at another time the principal or coordinator gives the parents an extensive orientation to the program. Parents are encouraged to become involved and work with their children at home.

There is also a parent volunteer component in which parent volunteers assist in making home-made teaching materials and/or work in the classroom during learning center time. Resource staff available in the district work with the classroom teacher to provide additional services to high risk and/or moderate risk children identified during screening.

4. Evaluation

The selected battery of tests used for screening may be used as pre and post-tests to determine student progress over the course of a school year.

SPECIAL CONSIDERATIONS

Early Prevention of School Failure is being used with children whose first language is English, Spanish, Cambodian, Laotian or

Vietnameese. Screening tests and parent materials have been translated into these languages.

The EPSF program is operating in West Warwick and Woonsocket (see contact information).

PRODUCTS AVAILABLE

The following products are available from the EPSF project:

(1) Leadership Training Kit and Manual
(2) Training Handbook
(3) 3 Manuals for Screening
(4) 3 Classroom Management Guides
(5) 6 Classroom Activity Guides
(6) 350 Parent Activity Cards and Parent Resource Notebook
(7) Literature Activities for Teaching Higher Process Thinking Skills

CONTACT INFORMATION

Luceille Werner, Project Director; Peotone School District 207, 114 North Second Street, Peotone, IL 60468, (312) 258-3478.

Local Contacts: Ms. Elaine Ruggieri, Director Early Childhood, Miriam A. Duffy School, 10 Harris Avenue, West Warwick, RI 02893, (401) 821-5308. Mr. Guy Boulay, Director of Psychological Services, McFee Administration Building, 108 High Street, Woonsocket, RI 02895, (401) 762-4440, Ext. 132.

HOSTS: HELP ONE STUDENT TO SUCCEED

STATEMENT OF PROGRAM

HOSTS is a K-12 diagnostic, prescriptive, tutorial reading model.

PROGRAM DESCRIPTION

1. Philosophy and Goals

HOSTS helps students to learn to read. There is no teaching method more effective than one-to-one individualized instruction. Consequently, a key factor in HOSTS is the use of Volunteer Tutors (peers, high school, college and adults) from the community--without whom the program could not succeed.

2. Goals and Objectives

The objectives for the HOSTS program cover the full range of reading skills beginning with pre-reading skills and going through a full developmental reading program scope and sequence.

3. Learning Rate and Style

HOSTS operates from a learning resource center staffed by a reading specialist and an aide. Students in the HOSTS Program are first evaluated; then individual prescriptions are developed, matching coded instructional materials to identified reading deficiencies. Informal reading inventories are used to screen and identify students. Each student in the program is then given a number of criterion-referenced tests to pinpoint individual reading deficiencies. From these tests a reading profile is developed by the reading specialist, recording the student's ability levels in various skill areas. Individual lessons are developed from this profile. HOSTS Cross-Referencing Manuals or the HOSTS Computerized Data Base System are used by the instructional staff to plan prescriptive programming tailored to individualized needs. The computer system provides the long range lesson plan (profile) in terms of reading activities at both the independent and instructional levels. In addition, specific directions for tutor implementation of the prescribed program lessons are included in the student profiles. Teaching procedures in the HOSTS program are designed to enable teachers to discover the abilities of each student and then allow the student to advance at his/her individual learning rate. Volunteers work on a one-to-one basis with students following prescriptions developed for each student by the reading specialist.

4. Evaluation

A Key to HOSTS is the criterion-referenced evaluation system, results of which are used to build the long range profile and daily lesson plans for tutors to use with students. The instrument used is the HOSTS Survey of Developmental Reading Skills. This test combines a pre-reading skills test (formerly Santa Clara Test) and a developmental reading skills test (formerly Fountain Valley Test). Tutors record daily student progress on the student's lesson plan. Weekly seminars are conducted by the reading specialist to review the lesson plan and each student's progress.

SPECIAL CONSIDERATIONS

HOSTS requires the use of volunteer tutors. HOSTS training provides information for the recruitment, selection and training of volunteers.

Availability of a computer facility will greatly facilitate the planning and record keeping of HOSTS. HOSTS software will operate on Apple IIc and TRS-80 computers.

The program is in operation in two Providence schools which are Camden Avenue, K-6 and the Nathan Bishop Middle School, grades 5-8, (see contact information).

PRODUCTS AVAILABLE

The following products are available from HOSTS:

1) HOSTS Cross-Referencing Manuals
2) HOSTS Computerized Data Base System
3) HOSTS Survey of Developmental Reading Skills

CONTACT INFORMATION

William E. Gibbons, Executive Director, HOSTS Non-Profit Corporation, 5802 MacArthur Blvd., Vancouver, WA 98661, (206) 694-1705 or 693-1775.

LOCAL CONTACTS - Linda Jones, Reading Teacher, Camden Avenue School, 60 Camden Avenue, Providence, RI 02908, (9401) 456-9369.
Linda Klepper, Reading Teacher, Nathan Bishop Middle School, 101 Sessions Street, Providence, RI 02906, (401) 456-9336 or 456-9344.

PROJECT EXCEPTIONALLY READY

STATEMENT OF PROGRAM

Project Exceptionally Ready is a state validated program designed especially for gifted and talented students in kindegarten and grade one. The extensions of project activities have been successfully implemented in grades two and three.

PROGRAM DESCRIPTION

1. Philosophy and Purpose

The primary purposes of the project are to: (a) select a group of kindegarten students whose cognitive skills exceed the curriculum range of the standard kindegarten classes, and (b) to develop and implement a curriculum focused on the specific interests and abilities of this group. Though designed for gifted and talented students, all students in a classroom are involved in project activities.

2. Goals and Objectives

The goal of the program is to meet the cognitive needs of selected children without removing them from the standard kindergarten classroom or identifying them within the classroom in other than normal classroom groupings. From the point of view of the teacher, the goal is to develop and implement open-ended motivational materials. From the point of view of the students, the goal is to develop better written and oral expression through a language enrichment approach which integrates math and science.

3. Learning Rate and Style

Project Exceptionally Ready is a child-centered (project) approach to instruction designed around eight thematic units. The basic unit typically lasts 6-8 weeks and all instruction is integrated around the given topic. Language development is the core of each unit. The eight units are: Ocean, Mouse House, Dinosaurs, Camping, Space, McDonalds, Driver Education, and the Doctor's Office. All the students are involved in the activities of the selected unit. A variety of activities are provided for children of varying abilities. The classroom teacher identifies the gifted and talented students and guides them into higher level skills. Typically, a teacher just beginning to implement Project Exceptionally Ready will select a single unit to develop and implement. More experienced teachers may employ 3-4 units in a given school year.

4. Evaluation

There is no formal evaluation design or instrument. Teachers are asked to maintain a balance between language arts, mathematics and science activities. In addition, the thematic unit should include psychomotor and group process development (discussion, free talk, etc.). Teachers evaluate progress of students primarily by observation of the above skills and activities and develop periodic progress reports.

SPECIAL CONSIDERATIONS

No special space is required beyond the normal classroom. Special materials for the units can be made by the teacher and/or volunteers.

A series of six inservice training sessions are provided to assist adopting teachers to understand the project philosophy and operation and to assist in developing one of the eight units -- the unit is selected by the participating teacher.

PRODUCTS AVAILABLE

-Project Exceptionally Ready-Curriculum Guide
-Workshops - available through reservation and according to districts' needs.

Visitors are welcomed to visit the Project Exceptionally Ready Center

CONTACT INFORMATION

Carolyn Hazard, Project Exceptionally Ready, North Kingstown School Department, 100 Fairway, North Kingstown, RI 02852, (401) 294-4581.

LEARNING TO READ THROUGH THE ARTS (LTRTA)

STATEMENT OF PROGRAM

Learning to Read Through the Arts (LTRTA) was originally developed as a remedial reading program for students in grades 4-6. The program has subsequently been adapted to meet the needs of special education students and bilingual students. Adopters have used the program in grades K-1 and 7-12. The basic grades served at the developer site are grades 2-6.

PROGRAM DESCRIPTION

1. Philosophy and Purpose

The LTRTA program is an experiential program. It is an individualized reading and writing program designed to improve reading and writing skills through the integration of a total art program with a total reading program.

The child sees, hears, touches, smells and/or tastes his products. Each of these learning experiences has been designed to help him to perceive, recall and reinforce what he is learning. The process is as important as the product.

2. Goals and Objectives

The major goals of the program are to: (a) use one of the arts areas to motivate students and to reinforce selected language arts skills using a language experience approach; and (b) develop reading skills in regular reading classes through the use of the LTRTA individualized, diagnostic, prescriptive materials. Skills include letter formation, association of sounds with symbols, repetition of the same sounds or symbols, the function of capitalization and punctuation, phrasing and vocabulary development, following directions, drawing inferences, thinking sequentially and critically and using specialized vocabulary.

3. Learning Rate and Style

The LTRTA program is organized around two systematically scheduled types of classes. Language arts skills are developed in regularly scheduled reading classes--4 or 5 class periods per week to reinforce selected reading skills through the particular art selected. The art classes meet for approximately 1 1/2 hours per week or approximately 2 sessions per week. Any of the various art forms can be used, e.g. dance, music, theater, film-making, photography, puppetry, drawing, painting, sculpture, printmaking or world crafts. The artist teacher works with the reading teacher and/or classroom teacher. the LTRTA materials are designed to show the team how to integrate the activities of the reading classes and art classes.

In addition, the program builds in scheduled trips to cultural institutions in the community where the program takes place. This along with regular activities provides a bridge to a strong parent component. Materials show how parents can be both oriented to the program and how they can assist in the program. The selected art projects are featured in a culminating Learning to Read Through the Arts

Exhibition and Performing Arts and Film Festival. This allows the student work to be shown or performed, depending on the art areas being developed.

Students maintain a personal, individual journal in which he or she enters the writing of the teacher's master journal as well as his or her statement of purpose for each art project and relevant technical information and writings that are inspired from the art books in the reading corner.

4. Evaluation

Evaluation is achieved through the use of any generally recognized norm-referenced, pre and post-test designed to measure reading achievement. Any major diagnostic system for reading can be used. The monitoring system used by the LTRTA projects is the Wisconsin Design Skill Development Tests, California Reading Achievement Test and informal testing.

SPECIAL CONSIDERATIONS

None

PRODUCTS AVAILABLE

The following products are available:

1) Learning to Read through the Arts Staff Training Handbook;
2) Learning to Read Through the Arts Curriculum Guide - Reading Workshops - Directed Reading Lessons;
3) Learning to Read Through the Arts Curriculum Guide - Study Skills and Rate Lessons;
4) Learning to Read Through the Arts Curriculum Guide - Reading Oriented Arts Workshop Lessons;
5) Learning to Read Through the Arts Curriculum Guide - Reading Oriented Practical Arts Workshop Lessons;
6) Learning to Read Through the Arts Dictionary; and
7) 15 different arts area Courses of Study (practical, specific suggestions for a particular art project area like, sculpture, art, drama, etc.).

CONTACT INFORMATION

Mary Jane Collett, Project Director, Learning to Read Through the Arts Program, Division of Curriculum and Instruction, P.S., 9, 100 West 84th Street, New York, NY 10024, (212) 787-0470 or 7582 or 7585.

WRITING PROGRAM - LINCOLN SCHOOL DEPARTMENT

STATEMENT OF PROGRAM

The writing program in the Lincoln Public Schools is intended to provide a unified and sequential approach to the teaching and learning of written language skills in grades K-8. It is based upon a curriculum guide developed by teachers and administrators in grades K-12.

PROGRAM DESCRIPTION

1. Philosophy and Purpose

There is no more basic survival skill than the ability to communicate orally the thoughts, ideas, and perceptions created in one's mind. Upon this foundation is built the ability to communicate through the written word.

The art of writing is a process, and should be taught as such. The program provides the classroom teacher with a single reference guide to assist him/her in the teaching of process writing.

2. Goals and/or Objectives

1. To interrelate writing with reading, speaking, and listening.
2. To present students with frequent opportunities to use effective writing skills.
3. To instruct composition by use of the Process Writing Methods, and design activities which have a specific purpose, voice, and audience.
4. To integrate mechanics and grammar into writing instruction.

3. Learning Rate and Style

The writing program is based upon a listening of Minimum Competencies for grades K-8. These competencies are based upon our current Language Arts Text (Scott Foresman & Company), existing classroom practices, and recent research development.

The competencies are to be used following our present reading model. Group 2 or Traditional students use grade level competencies, Group 1 or Honors students use the competencies for the next higher grade level; Group 3 or Developmental students use competencies for the level one grade below.

Weekly writing instruction focusing on the prescribed competencies is required for grades K-8.

All teachers have received four hours of inservice training in Process Writing. The workshops were designed for grade level groups and offered "hands-on" activities and theoretical background. Model lessons were conducted in many classrooms by the Language Arts Consultant, and teachers were offered individual consultation as requested.

4. Evaluation

Evaluation of student writing is left to the discretion and professional judgement of the teacher at this time. An evaluation component of the program is presently under development.

SPECIAL CONSIDERATIONS

No special considerations are necessary for teachers provided the suggested inservice is offered.

PRODUCT AVAILABILITY

Copies of the guide for teachers, including a Listing of Minimum Competencies, is available for examination upon request; the document is not available for general distribution.

SPECIFIC CONTACT INFORMATION

Marie L. Hanley, Elementary Curriculum Consultant, Lincoln School Department, 1624 Lonsdale Avenue, Lincoln, RI 02865, (401) 726-2150.

NARRAGANSETT SCHOOL DEPARTMENT

READING/LANGUAGE ARTS CURRICULUM K-6

STATEMENT OF PROJECT

The Narragansett Reading/Language Arts Curriculum is designed as a meaningful, practical, total reading/language arts program for students in grades K-6. The major emphasis of this program is the integration of all the Language Arts components; Listening, Speaking, Reading and Writing. This program is organized to meet students' individual needs, to develop their reading ability, and to help them attain their highest potential.

PROGRAM DESCRIPTION

1. Philosophy and Purpose

The program is based upon the continuous progress model, which lists as its objectives: sequencing of skills, monitoring progress, and evaluating performance. It is not only a framework which will serve as a basis for the staff in implementing the reading/language arts program, but aids in the effective monitoring of student progress. The program provides students with learning experiences which are consistent with their various and unique developmental needs.

2. Goals and Objectives

It is recognized that the teaching of reading is a combination of many factors: word identification, comprehension, vocabulary, study skills, silent and oral reading, literary appreciation, and a fostering of a love of reading. These skill areas are taught in an integrated manner in order for pupils to develop a broad foundation and proficiency in reading/language arts.

The curriculum guide itself contains a statement of philosophy, policies and procedures, instructional strategies, pacing guides, instructional segment sequences, reading skills checklist, standard procedural forms, and a resource file. This curriculum is considered to be a flexible and ongoing process which will be altered to meet student and staff needs as they are identified.

3. Learning Rates and Styles

This curriculum emphasizes the concept of continuous progress in which students advance at their own rate of achievement. The program is committed to placing each student in a reading group at his instructional level and designing instruction to meet these needs. Students progress through the segments at their own pace reaching a mastery level of the goals and objectives within each segment.

Several sources are utilized to teach and/or evaluate the objectives in each segment. To achieve a total integrated language arts approach this curriculum is cross referenced to multiple basal series and the English series utilized within the school system. It also incorporates the basic language skills of listening, speaking, and writing.

4. Evaluation

The monitoring component includes an individual reading skills checklist as well as group pacing sheets. These devices are all keyed into the sequence of skills contained in each segment. Utilizing these components the classroom teacher and Reading Specialist/Consultant work hand in hand to provide appropriate instruction and evaluation.

SPECIAL CONSIDERATIONS

A total support system is evident in the Reading/Language Arts Program by the cooperative interaction of the Principal, the Reading/Language Arts Coordinator, the Reading Specialist/Consultant, classroom teachers, and parents.

The ultimate goal of our program is to help students achieve the successful application of the skills taught and to foster a positive attitude towards reading, recognizing it as an important life-time pursuit.

PRODUCTS AVAILABLE

A Reading/Language Arts Curriculum Guide K-6, 1986 edition, is available.

CONTACT PERSON

Judith Aiello, Reading/Language Arts Coordinator, Narragansett Elementary School, 55 Mumford, Road, Narragansett, RI 02882, (401) 792-9420 or 792-9421.

THE PROVIDENCE READING LANGUAGE ARTS PROGRAM

STATEMENT OF PROGRAM

The Providence Reading Language Arts Program is designed to serve all students in grades K-8. The program combines the communication skills of listening, speaking, reading, and writing.

PROGRAM DESCRIPTION

1. Philosophy and Purpose

Providence School Department acknowledges that the development of the communication skills of listening, speaking, reading, and writing to be the foremost educational priority of the district. The language arts curriculum encompasses all those areas of learning which have as their primary aim, the development of power and facility in the use of the English language. In order to help students develop to the maximum of their potential, the educational program must reflect the developmental characteristics of the learner. This is in keeping with the philosophy of continuous progress education espoused by the Providence School Department.

2. Goals and Objectives

The goals of the curriculum state that each learner is unique because of his environment, experiences and innate abilities. Progression must be adjusted for each learner so that each student develops to his/her own potential.

The Providence School Department has organized its Reading/Language Arts curriculum guide in the form of an ordered scope and sequence of objectives by grade level. The program is based on five major objectives which reflect the following areas: 1. A comprehensive readiness program; 2. A reading program which includes instruction in phonetic and structural analysis, vocabulary development, reference skills and comprehension skills at all cognitive levels; 3. A language component which emphasizes instruction in the writing process; 4. A program which provides students with the opportunity to use the required Reading/Language Arts skills in other academic areas; 5. A dissemination of information model which provides for the reporting of individual progress as well as overall program performance.

3. Learning Rate and Style

Students are diagnosed for placement in the continuum of skills and systematically progress through it. The body of skills is organized in a cyclical pattern and presented via an accepted body of genre. The department has adopted developmental basals as the primary vehicle for the delivery of instruction.

A procedural guide was developed to detail the various program components as well as provide standardization of the program on a system-wide basis. The guide offers an explanation of the reading program and direction for all staff members. The Providence Reading Language Arts Curriculum is organized developmentally as well as in a hierarchial order. As classroom teachers use the guide, it is expected that changes and revisions will occur.

4. Evaluation

The Providence School Department's model is one of on-going student evaluation. With the adoption of a basal system, a decision was made to use the accompanying testing/management program for the monitoring of student progress. This enables the staff to systematically teach a core set of educational objectives, to determine whether students have acquired these objectives, and to reteach any objectives on which students may not have demonstrated competency. The management program is organized such that each skill is introduced, reviewed and then tested. Furthermore, the skill is reviewed again to insure maintenance.

The cumulative record folder provides an ongoing record of each child's progress. The folder is maintained by the classroom teacher and accompanies the student at the time of promotion or transfer within the system.

PRODUCTS AVAILABLE

The Providence School Department Curriculum Guide and Procedural Guide is available for review at the Administration Office, 480 Charles Street, Providence, RI. Please make an appointment if you wish to review the materials.

CONTACT INFORMATION

Mr. Robert Roberti, Director of Reading, Providence School Department, 480 Charles Street, Providence, RI 02904, (401) 456-9287.

QUILL: WRITING WITH A COMPUTER

STATEMENT OF PROGRAM

Quill is a set of microcomputer-based programs that provides meaningful, challenging writing experiences for students. The program has been successfully applied in grades 3-8 and with regular and special education students, as well as gifted and talented students.

PROGRAM DESCRIPTION

1. Philosophy and Goals

The primary purpose of Quill is to provide students with motivating writing tools in a computer-based format, which allow for flexibility in addressing student abilities and interests.

2. Goals and Objectives

The goal is to motivate students to do more writing, revising and editing through exciting, adaptable writing activities that supplement an existing language arts curriculum. Quill helps students to create a written product on the computer using a "writing process" approach--planning, drafting, and revising.

3. Learning Rate and Style

The software that supports classroom writing is divided into four components: First, the PLANNER, which enables teachers to develop computer-based pre-writing activities designed to help students organize ideas, collect information, and select topics for writing; second, the LIBRARY, which enables students to compose, store retrieve, read and revise written work; third, the MAILBAG, which enables students to write and read messages to each other, the teacher, or other audiences--in some districts, diskettes are sent from school to school in a penpal system; and fourth, the WRITER'S ASSISTANT, which is a child-oriented text editor, enabling students to edit, revise, format, and print text. Students can rearrange their texts, add or delete words, and correct mechanical errors without having to erase or start over.

The program was designed to actively engage students in written language; it is not a computer drill and practice but a process of learning to write. The above programs encourage students to comment on one another's writing, so that revisions can be made from audience reaction.

4. Evaluation

There is no specific evaluation procedures included in the software. Teachers, of course, can build evaluation in to the various pieces of student writing produced.

SPECIAL CONSIDERATIONS

The following equipment is required to run QUILL: (1) Apple II plus or/40 column computer with 64K memory, Apple IIe or Apple IIc. (2) 80 column card. There is now a 40 column version of Quill (3) two disk drives; (4) green or amber monitor; and (5) printer.

There are two Rhode Island districts who have used Quill:

(1) Central Falls has a certified trainer, Carol Shore, (see contact information) and plans to be in program operation beginning the Spring Semester of the 1985-1986 school year.

(2) Coventry has piloted Quill in grades 4 and 5 during the 1984-1985 school year and trained selected 3rd grade teachers in the Spring Semester of 1985-1986 for above average and gifted and talented. The district plans to move into regular use for grades 3-5 (see contact information).

PRODUCTS AVAILABLE

The following products are available from D.C. Heath Publishing:

(1) Quill Software Package; and

(2) Quill Teachers Guide.

CONTACT INFORMATION

Denise Bluementhal, David Zacchei, or Susan Mundry, The NETWORK, Inc., 290 South Main Street, Andover, MA, 01810 (617) 470-1080.

LOCAL: Carol Shore, Coordinator of Computer Instruction, Central Falls Administration, 21 Hedley Avenue, Central Falls, RI 02863, (401) 728-3904.

Fran Fitch, Director of Gifted & Talented, K-6, Coventry Administration Bldg., 60 Wood Street, Coventry, RI 02816, (401) 821-4300.

TALK: TEACHING ACTIVITIES FOR LANGUAGE KNOWLEDGE

STATEMENT OF PROGRAM

TALK was originally designed to improve speaking and listening skills of children K through 5th grades. Although the original program began in regular education classrooms in a lower socioeconomic school it has been beneficial to children of all strata including special education/learning disabled children.

PROGRAM DESCRIPTION

1. Philosophy and Purpose

The program is designed to improve expressive and receptive vocabulary skills and language through the use of positive reinforcement, active participation, creative thought, and fun in learning. A student can participate without failing in the TALK program.

2. Goals and Objectives

The major goal of the TALK program is that after 6 months of oral language instruction by a speech and language pathologist, the students will improve their receptive and expressive language skills. This is accomplished by emphasizing such areas as listening skills, grammatical skills and personal and social awareness. Activities include: describing, defining, choral speaking, story telling, creative dramatics, puppetry and selective listening.

3. Learning Rate and Style

The program is designed around a team composed of the language or speech specialist and the classroom teacher. The language specialist teaches two classes of approximately 30 minutes while the classroom teacher observes and/or participates in the activities. The classroom teacher then teaches two follow-up lessons at the direction of the language specialist. Gradually, the classroom teacher can do more of the teaching and call on the specialist as needed.

The instructional materials and approximately 250 lessons are contained in the TALK INSTRUCTIONAL MANUAL. The manual is divided into 8 topics. The lessons can be adapted to fit any grade (K-5), and can be used in any order. Lessons range from short 10-15 minute segments to topics that can be adapted to go over several periods. TALK staff recommend that the program be operated for at least six months. Typically adapting districts use the program for a full year.

4. Evaluation

The program must be formally evaluated in its first year using the: (a) Peabody Picture Vocabulary Test; and (b) Wechsler Intelligence Scale for Children-Revised (vocabulary section only). Project TALK staff will provide a complete analysis of the pre and post-test score on the above tests.

SPECIAL CONSIDERATIONS

There should be available a language specialist or speech pathologist.

The program has been adapted for special education/learning disabled students in Warwick. A pilot was run in five schools, one class of learning disabled in each school, in the 1984-1985 school year. It will now be used with all special education students (see contact information).

The program also is operating in West Warwick schools, grades K-3. Selected teachers are using the TALK materials as a resource for oral language development. Deborah Gerstenblatt is a certified TALK trainer (see contact information).

PRODUCTS AVAILABLE

TALK Instructional Manual

CONTACT INFORMATION

Stephanie Hendee, Project Director; Muldoon Center, Rockford School District #205, 121 South Stanley Street, Rockford, IL 61102, (815) 964-7019.

Local Contacts: Maureen Greichen Kielbasa, Speech Pathologist M.S.C.C., Holliman School, 70 Deborah Rd., Warwick, RI 02888, (401) 737-3300, Ext. 248.

Deborah Gerstenblatt, Speech Pathologist M.A.C.C., Horgan Elementary School, 124 Providence Street, West Warwick, RI 02893, (401) 822-0082.

PROGRAM ABSTRACTS

GRADES 7-12

BRISTOL'S SECONDARY THINKING/LEARNING/STUDY SKILLS PROGRAM

PROGRAM STATEMENT

Bristol's secondary thinking/learning/study skills program is designed to serve students in grades 8-12. It is a program which has evolved in three phases beginning in the Spring of 1985 and is expected to take 3-5 years for full implementation. This program also is an adaptation of the Cranston thinking/learning/study skills model.

PROGRAM DESCRIPTION

1. Philosophy and Purpose

Bristol Public Schools are committed to the development of life-long, independent learners. Bristol educators recognize the thinking/learning/study skills are an essential element of this process. To be most effective, instruction and reinforcement of thinking/learning/study skills must be integrated into all content areas and across all grades and must follow a systematic program of instruction, review, and application. In addition, the success of the program depends upon the shared responsibility of administrators, teachers, students, parents, and community.

2. Goals and Objectives

The Thinking/Learning/Study Skills Task Force developed a taxonomy of thinking/learning/study skills to address the specific needs of Bristol High School students. The TSL taxonomy decided to address the following eight major areas: (a) time management skills; (b) comprehension skills; (c) vocabulary development skills, (d) textbook skills; (e) library skills, (f) writing skills; (g) organization and reporting skills; and (h) test-taking skills.

3. Other Program Elements and Projected Activities

Program Phases:

Phase 1 - Spring 1985

a) Conducted an analysis of the thinking/learning/study skills at Bristol High School -- the analysis included a teacher survey, student survey (10% sample) and classroom observations.

b) Conducted readability estimates (Dale-Chall readability formula) of all textbooks used at the high school.

c) Generated interest in the formation of a thinking/learning/study skills task force whose job it would be to plan and implement future program activities.

Phase II - Summer 1985

a) Task Force attended Cranston's 13 day summer workshop.

b) Task Force then developed their own philosophy, taxonomy, and scope and sequence.

c) A reading specialist/consultant was hired to assist in the development of this project.

Phase III - 1985-86 to Completion

a) Work on program design, planning and implementation (3-5 years estimated).

b) Task Force expanded to include representatives from administration, parents, students and community.

c) Specific skills selected for immediate development will be those which were highest on teacher and student surveys. Strategies will be researched and lesson modules will be constructed.

d) Inservice activities are essential and will be planned to meet the specific needs of the high school staff, students and the program.

e) Task Force members will plan and carry out training sessions, model strategies in classroom settings and serve as resource persons.

CONTACT INFORMATION

Dr. Marie C. DiBiasio, Manager of Instructional Services, or Ms. Susan F. Skawinski, Content Area Specialist, Bristol Public Schools, 151 State Street, Bristol, RI 02809, (401) 253-4000.

CRANSTON'S COMPREHENSIVE READING PROGRAM 7-12

STATEMENT OF PROJECT

CCRP is a K-12 district-wide reading program. At the secondary level reading instruction is incorporated into the content area and includes higher order comprehension skills, and learning/study skills.

PROGRAM DESCRIPTION

1. Philosophy and Purpose

The philosophy of Cranston's Comprehensive Reading Program is that reading is a thinking process involving meaningful interaction between the reader and written language. Learning to read is considered to be developmental in nature and, as such, is part of the broad spectrum of skills that encorporates listening, speaking, and writing. An important premise of the program is that each student needs to acquire skills, have opportunities to apply skills in content area subjects and real life situation, and come to appreciate reading as a pleasurable leisure time pursuit. The quality of instruction determines the extent to which these needs are met. In Cranston, it is recognized that quality learning takes place in an environment that exemplifies the goals of continuous progress and mastery learning.

2. Goals and Objectives

The major objectives of Cranston's Comprehensive Reading Program are:

1. To provide a developmental reading program that meets the needs of the below average, average, and above average student.

2. To provide an adequate readiness program that will include the necessary pre-reading skills for successful entry into a reading program.

3. To provide the student with a reading program that will teach him to decode words and their meanings; and to operate at the cognitive levels of reading comprehension - literal, interpretive, analytical, critical, and creative.

4. To develop the student's ability to transfer his decoding and comprehension skills, in the application of these skills, to content area subjects.

5. To develop student's ability to become an independent learner by developing learning/study skills in content area subjects.

6. To develop students who view reading as an enjoyable experience, and who use their reading skills for recreational reading.

7. To provide a support system for students and staff, through the use of reading specialists, to assist in the on-going improvement of student performance and the overall quality of the reading program.

3. Learning Rates and Styles

CCRP addresses the varied reading needs of secondary school students. For those students who still need additional time to master basic reading skills, a reading guide, Intensified Reading Skills Program (IRSP) serves to define and guide the program. IRSP is used by reading specialists and content area teachers to provide instruction in core reading skills.

For those students who have mastered the basic reading skills, the on-going development of higher order skills is incorporated into content area instruction. Content Area Strategies Handbook (CASH) was developed by secondary school teachers and reading specialists for use in English, Math, Social Studies, and Science classes. CASH provides the content area teacher with instructional strategies for integrating the learning/study skills previously mentioned into content subject material. This teacher's handbook contains model lessons by content area that demonstrate how learning/study skills can be integrated into content material. Background information and the rationale for inclusion of study skills into various curriculums is provided.

A student handbook, Breakthrough, provides an introduction to basic study skills and serves as an on-going reference.

The Secondary Teachers' Handbook for the Improvement of Reading in Every Classroom provides a comprehensive in-depth introduction to reading instruction, selection of appropriate textbooks, materials, informal evaluation measures, readability formulae, and reading skills lists specific to each content area. This handbook is useful to all content area teachers as an introduction to the principal reading skills as they are related to specific content subject matter.

SPECIAL CONSIDERATIONS

Staff development activities including in-service courses, summer workshops and departmental meetings have become the vehicle for re-conceptualizing and designing Cranston's learning/study skills program. Each secondary school has the responsibility to design an implementation plan, focusing on the specific needs of their staff and students.

The CCRP staff, using their learning/study skills model, provide a twelve day summer workshop which includes lecture, demonstration, group interaction, and opportunities for hands-on examination of materials and sample instructional modules. The workshop participants begin developing instructional modules appropriate to their content.

PRODUCTS AVAILABLE

The following products are available for the CCRP, grades 7-12:

1) IRSP: Intensified Reading Skills Program

2) Secondary Teachers' Handbook for the Improvement of Reading in Every Classroom

3) CASH - Content Area Strategies Handbook

4) Breakthrough

CONTACT INFORMATION

Catherine M. Ciarlo, Director of Reading Services, or
Beverly J. Montaquila, Project Coordinator
Cranston's Comprehensive Reading Program
Department of Reading Services
845 Park AVenue
Cranston, RI 02910
(401) 785-0400, ext. 150

JOHNSTON'S LEARNING/STUDY SKILLS PROGRAM
(Experimental)

STATEMENT OF PROGRAM

Johnston's Learning/Study Skills program is designed to serve students in grades 7-12. It is an experimental program in that it is still being implemented and not scheduled to be in full operation until the end of the 1987-1988 school year. Portions of this program draw from the CCRP learning/study skills model earlier described.

PROGRAM DESCRIPTION

1. Philosophy and Purpose

The Johnston School Department believes the integration of learning/study skills into the content area instruction is a top priority in promoting effective learning. Learning/study skills are a means of efficiently attaining information and enabling the individual to become an independent learner. Therefore, appropriate learning/study skills consistent with sound educational practice must be provided for all students primarily by the content area teachers. The reading specialists will act in a resource capacity to teachers and students. The program proposes to encourage independent learning. It will refocus and revitalize teaching strategies through the conscious application of learning study skills.

2. Goals and Objectives

The major components within the 7-12 scope and sequence of learning/study skills are as follows:

(1) study habits; (2) using the textbook; (3) vocabulary development; (4) comprehension; (5) organizational skills; (6) locating information (research); and (7) test-taking skills.

The various objectives are introduced in grades 7-8, given further development (guided practice) in grades 9-10, and then reinforced in grades 11-12.

3. Other Program Elements and Projected Activities

a) The program ties to a written K-8 reading curriculum which includes components in language and study skills.

b) There is a 7-12 taxonomy and scope and sequence of learning/study skills.

c) There is in place a Study Skills Strategies Handbook for grades 4-8 which is now being adapted for content areas in grades 9-12. The handbook is organized in a lesson-plan format with transparencies and student handouts.

d) There is an extensive library of audio visual and resource materials in reading/study skills available for both teachers and students.

Projected Activities - The following "plan of Action" is included to give the reader a sense of the project scope over a four year developmental period.

Plan of Action

1.	1982-83	A task force consisting of reading specialists, content area teachers, English Supervisor, Director of Reading and Principal was formed to analyze needs in the area of reading/study skills and devise a plan of action.
2.	Summer 1983	10 day Summer Workshop to develop written curriculum.
3.	1982-84	a) Expansion of reading personnel at middle school b) Five inservice workshops on study skills held at middle school.
4.	1984-85	Administrative task force formed to set study skills priorities and work on increasing articulation.
5.	1984-85	Reading specialists and content area teachers at middle school integrate study skills into classroom.
6.	1984-85	Task force formed at high school level to expand curriculum in study skills.
7.	Summer 1985	Summer workshop to develop study skills material and reading program at the high school level.
8.	1985-86	Inservice program at high school.
9.	1985-86	Reading specialists added to staff at high school.

CONTACT INFORMATION

Mary E. Chirico, Administrator of Reading, K-12, Johnston Public Schools, Ferri Middle School, 10 Memorial Avenue, Johnston, RI 02929, (401) 231-6335.

READING POWER IN THE CONTENT AREAS (VRP)

STATEMENT OF PROGRAM

Reading Power in the Content Areas (VRP) was originally designed for vocational students in grades 11 and 12. Subsequently, the program has been used in grades 7-12 and for all students.

PROGRAM DESCRIPTION

1. Philosophy and Purpose

VRP is a staff development program designed to make content area teachers aware of the gap between student reading abilities and reading requirements of printed instructional materials and to provide them with methods of minimizing the effect of the gap.

2. Goals and Objectives

The goals of the project are to: (a) assist content area teachers analyze print requirements and student abilities in relation to the teaching of reading within the teaching of content; (b) provide content area teachers with information and practice in the use of practical teaching techniques to meet the needs of the first goal; and (c) increase student learning of content.

3. Learning Rate and Style

The VRP program is organized around the following four major topics which are: (a) Student Assessment - which trains teachers to use formal and informal tests and inventories to assess the reading abilities of their students; (b) Instructor Assessment - which assesses teachers' knowledge and attitudes about reading in relation to their content teaching; (c) Materials Assessment - which provides teachers with the knowledge and tools, both manually and by computer application, to analyze the reading levels of printed instructional materials; to apply this knowledge when selecting texts; and to modify and improve use of the print materials to fit students' reading abilities; and (d) Instructional Strategies - which includes training in vocabulary development, comprehension and study skills. The importance of designing a system for ongoing inservice training to augment the initial VRP training is stressed and assistance is provided by the VRP trainer.

For vocational adopters, the VRP project has developed vocational student reading - support materials in the form of 32 Occupationally Specific Key Word Glossaries.

4. Evaluation

Evaluation procedures are built into the student, instructor and materials assessment components. The project provides pre and post-tests for both teacher and student attitude and behavior change. The assessment of student reading ability is based on the use of a standardized reading test. The project uses the Gates-MacGinitie, but any recognized standardized reading test, at the appropriate level(s), can be used.

SPECIAL CONSIDERATIONS

VRP project staff recommend that a reading specialist or curriculum specialist be available to coordinate the project activities and to serve as a resource person to the staff.

This project is not now operating in a Rhode Island school. However, it is widely used in Connecticut. Consequently, contact information includes the name of a certified VRP trainer in a demonstration site in Bloomfield, Connecticut.

PRODUCTS AVAILABLE

The following products are available:

(1) VRP Training Manual
(2) 32 Occupationally Specific Key Word Glossaries
(3) Modules on selected topics in reading in the content areas

CONTACT INFORMATION

Ms. Carol Burgess, The Exchange, 110 Pattee Hall, University of Minnesota, Minneapolis, Minnesota 55455, (612) 624-0584

In Connecticut Site: Mr. David Wolansky, Reading Consultant, Bloomfield High School, Bloomfield, CT 06002, (203) 242-5581, Ext. 45.

WEST WARWICK WRITING PROGRAM

"WRITING IS A BLANK!"

STATEMENT OF PROGRAM

"Writing Is A Blank!" is an integrated language arts program where writing is used as the primary vehicle for learning and thinking skills. The program uses a unique system of visual structures and visual language art cues to help students develop writing process techniques. There is a strong emphasis on teaching within a "learning process" environment while integrating reading and writing skills in the context of the student's own language patterns.

PROGRAM DESCRIPTION

1. Philosophy and Purpose

The main premise behind "Writing Is A Blank!" is that language art skills improve when students are place in learning process environment where they participate in written and spoken language frequently. In a sense, "Writing Is A Blank!" is a system of learning more than it is a single program; consequently, it is committed to the concept that no one program, no ordained text book, and no specific set of curriculum objectives insures the integration of language art skills into the student's thinking and language processes. That is, "Writing Is A Blank!" (W.I.B.) was designed as a structured learning system which is compatible with a number of programs, a number of texts and a variety of curriculum objectives. For example, writing process techniques in W.I.B. are learning process techniques which are easily interated into all content areas.

The main purpose of W.I.B. is to provide the school system with learning process techniques in the language arts area which extend from K-12 and across content areas. The program establishes a universal set of process skills which are as effective as the use of international road signs: They are easily understood by everyone everywhere. Both teachers and students share this universal language across grade levels, throughout content areas and from building to building.

2. Goals and Objectives

Two sets of writing goals and objectives are currently being developed in the Town of West Warwick. The first set of objectives is system-wide and effects all administrators, teachers and students within the system. The second set of objectives pertains to grade levels and special learning environments.

A major goal of W.I.B. is to provide the administrators, teachers and students "transition time" wherein the best of traditional teaching methods can be integrated with the best of newer learning process techniques. For this reason, W.I.B. has built-in expansion capabilities. It is designed so that anyone in a school system can begin to implement various components of W.I.B. which will automatically be compatible with larger segments of the program, i.e. it is possible for a social studies teacher or a science teacher to implement a few

language arts objectives, concepts and activities which will automatically be compatible with language art objectives for the entire school or system.

There are three levels or "focuses" for in-servicing the "Writing Is A Blank" program; and one school system can enter at the level which is compatible with its own development. Level I is a means by which any individual teacher can immediately begin to implement W.I.B. in his/her classroom. Level II is a means by which a group of teachers (not necessarily in the same department) can implement writing techniques within their classrooms, as well as integrate what they teach in an interdisciplinary fashion. Level III is a means by which an entire school system can develop a "writing process environment" a step at a time, taking into consideration time and budgetary constraints.

3. Learning Rate and Style

W.I.B. has been used by elementary and secondary school teachers. It has been taught in a variety of learning environments: special education classes, E.S.L. situation, and accelerated classes. Major sections of the program were taught by the author in freshman classes at Rhode Island College and in connection with the freshman writing course taken for college credit in senior classes at West Warwick High School.

Presently, there are two major textbooks, "Writing Is A Blank!" Vol. I and Vol. II. A third volume is currently being written. The volumes are easily adapted to grades 5 through 9. In addition, there are lesson packets and activities. There are a number of "Instructor Guides" which explain various components of the program.

4. Evaluation

Teachers using W.I.B. are encouraged to employ a variety of evaluation techniques. While they use various adaptations of primary trait scoring, holistic scoring, and some traditional grading methods, they are taught methods of evaluation which do not involve any scoring whatsoever.

Self-evaluation techniques are very important in this program. Students are constantly asked to evaluate themselves in writing. Student folders and accompanying self-evaluation sheets help students to observe their cumulative development of skills. A variety of peer-monitoring techniques are also used. All seventh and eight graders are presently pre-tested and post-tested, and a statistical sample describes results.

SPECIAL CONSIDERATIONS

None

PRODUCTS AVAILABLE

"Writing Is A Blank!" (Vol. I and II are available for viewing on site). Sample pre-tests and post-tests are available on site, as well as video tapes which illustrate peer-sharing techniques and learning process environments.

CONTACT INFORMATION

Contact Nancy Folgo, author of "Writing Is A Blank!" at John F. Deering Junior High School, Webster Knight Drive, West Warwick, RI 02893, (401) 828--5510.

CHAPTER FIVE

RESOURCES AND BIBLIOGRAPHY

Introduction

This chapter contains: (a) a summary of resources for language arts available through the Rhode Island Department of Education; (b) a discussion of other state, regional and national language arts resources; and (c) a bibliography section.

RESOURCES: RHODE ISLAND DEPARTMENT OF EDUCATION

Division of School Services

(1) Chapter Two - This unit provides block grants on an allocation basis to public school districts. The individual school district has considerable latitude in establishing priorities for these funds. Basic skills development is one of the areas that can be established. For further information or assistance concerning your districts' Chapter Two application, please contact Mr. Richard Harrington, 277-2617.

(2) Facilitator Center - The Rhode Island State Facilitator Center is a federally funded system that makes exemplary educational programs available for adoption by schools. The exemplary programs are all included in the National Diffusion Network (NDN) which means that each program had to pass an extensive review and evaluation by a national panel of experts. Programs available through the Facilitator Center cover all areas. A large number of the programs are in language arts. For further information about available programs and/or the procedures for applying for training, please call Ms. Faith Fogle Donmoyer, 277-2617.

(3) Technical Assistance - This unit provides general assistance to districts in the area of curriculum development. Services include such activities as: (a) locating and disseminating model programs; (b) assisting in networking local school districts who are working on a given curriculum area, (c) maintaining linkages with state, regional and national curriculum organizations and groups; and (d) organizing workshops on specific topics of common need or interest. For further information, please call Mr. Henry D'Aloisio at 277-2821.

(4) Basic Skills - The basic skills project has produced two documents which provide direction and suggestions for language arts curriculum development, which are:

(a) Essential Components of an Procedures for the Development of A Written K-12 Curriculum. April 1985.
This document gives a general framework for curriculum development and also provides a discussion of and examples for the seven elements of a written K-12 curriculum; and

(b) Language Arts Resource Guide, K-12

For additional information, please call Dr. John Pitman, 277-2821.

5. Rhode Island School Staff Institute (RISSI) - RISSI is a practical system of inservice education designed to concentrate the state's resources in a responsive and efficient way. Funds for RISSI projects come from both federal and state funds. RISSI projects are:

- o planned by and for school staffs and/or other members of a school community;
- o intended to improve the instructional program or educational services in a school or department or to improve staff development efforts in a system or to assist individual participants to grow professionally;
- o designed to meet local needs and to promote federal and state priorities;
- o actively supported by the administration of the local system;
- o voluntary; and
- o participant controlled.

For additional information, please call Kenneth Fish, 277-2821.

Special Populations

1. Compensatory Education - This unit provides funds on an allocation basis to all school districts. The primary criteria for the use of these funds are that they be used for educationally disadvantaged students from public and private schools who reside in eligible attendance areas.

In addition to funding and technical assistance through Chapter I specialists, there is also available a Chapter I/Section 4 Policy Manual, November, 1983. Chapter VIII of the Policy Manual provides a listing of all the applicable reading standards as indicators of program features necessary to a program of, "sufficient size, scope, and quality". Chapter VIII of the Policy Manual forms the basis for the

program indicators included in the "Chapter I Monitoring Form" and the Basic Education Program Manual. For additional information or assistance, please call Ms. Loreto Gandara, 277-2681.

2. Limited English Proficient - This unite deals with language minority children. The variety of languages and the wide variety of program needs requires several levels of information services in addition to those provided by the Department of Education. Such resources include:

New England Bilingual Education Multifunctional Support Center
345 Blackstone Blvd.
Weld Building
Providence, RI 02906
(401) 274-9548

National Clearinghouse for Bilingual Education
1555 Wilson Blvd.
Suite 600
Rosslyn, VA 22209
(800) 336-4560

For further information, please call Ms. Virginia M.C. daMota, 277-3037.

3. Special Education - This unit deals with the full range of special education services. Of particular interest to this guide are those students with moderate and mildly handicapping conditions who are functioning academically one to three years behind their age-level peers in regular classes. To address the needs of this population, pilot

projects are currently be developed and implemented at the local level under funding provided by the special education program service unit. For further information, please call Romeo Romano, 277-3505.

Management Information and Evaluation

This division is responsible for the operation of the Statewide Assessment Program, Rhode Island Distinquished Merit Diploma Program and Graduation Competencies Program. For further information on these programs, please contact Dr. Pat DeVito, 277-3126.

School/Teacher Accreditation

This division has the responsibility for the Basic Education Program which is divided into two units, one dealing with district assessment the other dealing with district approvals.

1. Assessment - This unit provides technical assistance and coordination for the district self-study, site visit by a site visit team and the development of a final site visiting team report. For further information, please call Mr. Louis DelPapa, 277-2046.

2. Approvals - This unit provides technical assistance and is responsible for reviewing districts' plans for meeting noted site visit report deficiencies and for the ultimate approval of the districts. For further information, please call Mr. Patrick McCarthy, 277-2046.

Vocational and Adult Education

Adult Programs - This unit funds basic literacy programs for adults with low academic skills as well as programs leading to the high school equivalency diploma. For further information, please contact Mr. Robert Mason, 277-2691.

RESOURCES: STATE, REGIONAL, NATIONAL

State

1. Brown University - Institute for Secondary Education. Brown University conducts a series of seminars for secondary education teachers. The seminars cover a wide range of topics including language arts. The seminars are conducted by Brown University professors who are sometimes assisted by selected secondary school teachers. For further information, call Ms. Paula Evans, 863-2407.

2. Rhode Island Association for Supervision and Curriculum Development. President-Dr. Nora Walker, 737-3300, Ext. 257.

3. Rhode Island College - Curriculum Resources Center, Horace Mann Hall - This center contains extensive print, microfiche and software resources on all aspects of the school curriculum. For further information, call Dr. Maureen T. Lapan, Director, 456-8065.

4. Rhode Island College Reading Center. This center is located in Craig Lee Hall, Room 224. For further information, call Dr. Marilyn Eanet, Director, 456-8071.

5. Rhode Island College Writing Center. This center is located in Craig Lee Hall, Room 225. For further information, call Dr. Mary McGann, Director, 456-8141.

6. Rhode Island Council of Teachers of English

   President - Dr. Robert Hogan, 456-8028

   Vice President - Dr. Margaret Day, 785-0400

This organization also puts out a newsletter in the fall, winter, and spring, edited by Dr. Alice Grellner, 456-8018.

7. Rhode Island State Council -- International Reading Association

President - Arlene Militello, 884-8330

Vice President - Betty Durfee, 568-5670

The State Council also publishes the Rhode Island Reading Review in October, January and April.

There are four local councils:

- o Narragansett Bay Council

  President, Shirley Hewitt, 733-3300

  Vice President, Joan Montaquila, 785-0400

- o Northern Rhode Island Council

  President, Ellen Fingeret, 568-7077

  Vice President, Catherine Biggins, 568-3080

- o Sakonnet Council

  President, Evelyn Wyatt, 847-0376

  Vice President, Mary Bolton, 624-6668

- o Southern Rhode Island Council

  President, Marilyn Levine, 596-2594

  Vice President, Ann Ruzanski, 294-4581

8. Rhode Island Consortium on Writing - The purpose of the Consortium is to provide training and technical assistance in all aspects of the writing process to teachers and administrators in Rhode Island schools and colleges. The Consortium is governed by an executive board composed of representatives from RIC, URI, Brown University, the Rhode Island Department of Education and local school representatives from Cranston and North Providence. Summer institutes on writing and other training activities are conducted and a newsletter is published

periodically. Finally, the Consortium provides a pool of writing consultants for training in local school districts. For further information, call Dr. Ben McClelland, Rhode Island College, 456-8653.

9. University of Rhode Island - The College Writing Program - Writing Center

Acting Director, Dr. Jordan Miller, 792-5932

Regional

1. New England Association of Teachers of English

President, Elizabeth Ckeroack

Vice President, Rev. John Acres S.J.

This organization publishes a newsletter and a journal called "Leaflet". For further information, write Mr. Richard Phelps, Executive Secretary-Treasurer, P.O. Box 234, Lexington, MA 02173.

2. New England Reading Association

President, Marion Pounder

Vice President, Thomas Culliton

This organization publishes the New England Reading Association Journal three times per year.* For further information contact Mr. Duane Small, Business Manager, P.O. Box 83, Waterville, ME 04901-0083.

National

1. American Federation of Teachers (AFT)

555 New Jersey Avenue

Washington, D.C. 20001

This teacher organization also publishes a monthly newsletter (Sept-June) called the American Teacher and a quarterly journal called the American Educator.

*Membership in the Association is open to people interested in all aspects of reading.

2. American Theater Association

1010 Wisconsin Avenue, NW

Washington, D.C. 22007

This association publishes the following materials:

a) Theater News (newsletter)

b) Children's Theater Review (elementary level)

c) Secondary School Theater Journal (secondary level)

3. Association for Supervision and Curriculum Development (ASCD)

225 North Washington Street

Alexandria, VA 22314

(703) 549-9110

This organization serves all curriculum areas. They publish a monthly journal (Sept-May (8 issues)) called Educational Leadership which features a different theme each month. The organization also publishes a wide range of books and A-V materials, publishes a yearbook, conducts an annual conference and conducts various national curriculum study institutes throughout the United States.

4. Council for Basic Education

725 15th Street, NW, Suite 1004

Washington, D.C. 2005

5. International Listening Association

Dick Quianthy, Executive Secretary

Communications & Humanities Division

Broward Community College

Pompano Beach, FL 33066

This organization publishes a newsletter called the Post.

6. International Reading Association (IRA)

800 Barksdale Rd.

P.O. Box 8139

Newark, DE 19714

This organization provides information and services covering all aspects of reading. The organization conducts an annual convention and other meetings throughout the year both in the United States and in other countries. The association has a wide range of publications including:

a) IRA Publications - a yearly catalogue of all available titles.

b) The Reading Teacher - journal for reading instruction at the elementary level.

c) Journal of Reading - journal emphasizing secondary, college and adult reading education.

d) Reading Research Quarterly - significant work in the reading research field.

e) Lectura Y Vida (Spanish) - covers reading and related studies in language.

7. National Association for the Presentation and Perpetuation of Storytelling (NAPPS)

P.O. Box 112

Jonesborough, TN 37659

This association publishes the following materials:

a) NAPPS Resource Catalogue

b) National Storytelling Journal

c) Yarnspinner

8. National Association of Secondary School Principals (NASSP)

P.O. Box 3250

Reston, VA 22790

(703) 860-0200

This organization provides a wide range of materials. They provide extensive resources in area of study skills.

9. National Education Association

1201 16th Street, NW

Washington, D.C. 20036

(202) 833-4000

This teacher organization publishes an annual journal called Today's Education and a monthly newspaper (Sept. - June) called NEA Today.

10. National Council of Teachers of English (NCTE)

1111 Kenyon Road

Urbana, Illinois 61801

This is a major professional association for language arts, English and writing. The NCTE conducts various national conferences including two major conference held in the fall and spring. The association has extensive publications and publishes the following journals:

a) English Journal (monthly Sept-April) English teaching and topics concerning English teachers, middle, junior and senior high school.

b) English Education (quarterly) This is the official journal of the conference on English Education.

c) Language Arts (monthly, 8 issues) This journal focuses on language arts instruction grades K-8.

11. Speech Communication Association (SCA)

5105 Backlick Road, #E

Annandale, VA 22003

This association has extensive resources in oral communication from elementary school through college. Their journal is Communication Education. The following guidelines papers developed by the SCA membership are of particular interest to grades K-12:

a) "Criteria for Evaluating Instruments and Procedures for Assessing School Students"

b) "Essential Speaking and Listening Skills for Elementary School Students"

c) "SCA Guidelines in Speaking and Listening Competencies for High School Graduates"

d) "Standards for Effective Oral Communications Programs"

This association also has available bibliographies on various oral communication topics.

BIBLIOGRAPHY

This section contains information provided by the Rhode Island Consortium on Writing. The Consortium bibliographies deal with the following three topics: (1) Integrating Reading and Writing Instruction; (2) Process Writing; and (3) Writing to Learn.

Following the Consortium bibliographies on selected writing topics are the references for Chapters One through Chapter Three.

A Selective Bibliography on

Integrating Reading and Writing Instruction

Atwell, Nancie. "Writing and Reading from the Inside Out." Breaking Ground: Teachers Relate Reading and Writing in the Elementary School. Jane Hansen, Thomas Newkirk, and Donald Graves. Eds. Portsmouth: Heinemann, 1985: 121-131.

Graves, Donald H. A Researcher Learns To Write: Selected Articles and Monographs. Exeter: Heinemann, 1984.

-----. Writing: Teachers and Children at Work. Exeter: Heinemann, 1982.

Hains, Maryellen. Ed. A Two-Way Street: Reading to Write/-Writing To Read. Rochester: Michigan Council of Teachers of English, 1982. (Available from NCTE, Urbana.)

Hansen, Jane, Thomas Newkirk, and Donald Graves. Eds. Breaking Ground: Teachers Relate Reading and Writing in the Elementary School. Portsmouth: Heinemann, 1985.

Hays, Janice N., et al. The Writer's Minds: Writing as a Mode of Thinking. Urbana: NCTE, 1983.

Jensen, Julie M. Ed. Composing and Comprehending. Urbana: ERIC, 1984.

Knoblauch, C.H., and Lil Brannon. "Teacher Commentary on Student Writing: The State of the Art." Freshman English News 10 (1981): 1-4.

Murray, Donald M. A Writer Teaches Writing. 2nd ed. Boston: Houghton Mifflin, 1985.

Newkirk, Thomas, and Nancie Atwell. Eds. Understanding Writing: Ways of Observing, Learning, and Teaching, K-8. Chelmsford: NEREX, 1982.

Smith, Frank. "Reading Like a Writer." Composing and Comprehending. Ed. Julie M. Jensen. Urbana: ERIC, 1984. 47-56.

Stafford, William. "A Way of Writing." Field 2 (1970): 10-15.

Tway, Eileen. Writing Is Reading: 26 Ways to Connect. Urbana: ERIC and NCTE, 1985.

Welty, Eudora. One Writer's Beginnings. Cambridge: Harvard UP, 1984.

A SELECTIVE BIBLIOGRAPHY ON PROCESS WRITING AND WRITING TO LEARN

Process Writing

Berlin, James A. "Contemporary Composition: The Major Theories." College English 44 (1982): 765-777.

Brannon, Lil. "Toward A Theory of Composition." Perspectives on Research and Scholarship in Composition. Ben W. McClelland and Timothy R. Donovan. Eds. New York: MLA, 1986.

Calkins, Lucy McCormick. The Art of Teaching Writing. Portsmouth: Heinemann, 1985.

Flower, Linda, and John R. Hayes. "A Cognitive Process Theory of Writing." College Composition and Communication 32 (1981): 365-387.

Graves, Donald H. A Researcher Learns To Write: Selected Articles and Monographs. Exeter: Heinemann, 1984.

-----. Writing: Teachers and Children at Work. Exeter: Heinemann, 1982.

Harste, Jerome C., Virginia A. Woodward, and Carolyn L. Burke. Language Stories and Literacy Lessons. Portsmouth: Heinemann, 1984.

Knoblauch, C.H., and Lil Brannon. "Teacher Commentary on Student Writing: The State of the Art." Freshman English News 10 (1981): 1-4.

McClelland, Ben W. and Timothy R. Donovan. Eds. Perspectives on Research and Scholarship in Composition. New York: MLA, 1986.

Newkirk, Thomas, and Nancie Atwell. Eds. Understanding Writing: Ways of Observing, Learning, and Teaching, K-8. Chelmsford: NEREX, 1982. 161-166.

Murray, Donald M. A Writer Teaches Writing. 2nd ed. Boston: Houghton Mifflin, 1985.

Stafford, William. "A Way of Writing." Field 2 (1970): 10-15.

Writing to Learn

Barr, Mary, Pat D'Arcy, and Mary Healy, eds. What's Going On? Language Learning Episodes in British and American Classrooms, Grades 4-13. Montclair: Boynton/Cook, 1981.
Personal accounts by thirteen teachers in Britain and the U.S. describing the ways in which language functions in their individual classrooms to help students discover as well as report their learning.

Barrel, J. "Reflections on Critical Thinking in Secondary Schools." Educational Leadership (March 1983): 45-49.
Gives examples of student behavior which seem merely playful but which develop imagination, invention, and critical thinking, then draws conclusions about the cognitive, affective, and moral development taking place and about implications for curriculum.

Executive Committee of the National Council of teachers of English. "Essentials of English: A Document for Reflection and Dialogue." English Journal 72 (1983): 51-53.
A position statement, approved in October 1982, by the Executive Committee of the National Council of Teachers of English, identifying the "focus, balance, and purpose" of an appropriate program in English language arts. Encourages emphasis on writing as a process in which students discover what they have to say.

Fulwiler, Toby. "Journals across the Disciplines." English Journal 69 (1980): 14-19.
Discusses the reasons and methods for incorporating journal writing into classroom activity and describes the writing-across-the-curriculum program in the Humanities division at Michigan Technological University.

Gere, Anne Ruggles, ed. Roots in the Sawdust: Writing to Learn across the Disciplines. Urbana: NCTE, 1985.
A well-written, comprehensive book, containing a collection of fifteen essays on writing-to-learn activities in a variety of content areas (including art, languages, social studies, science, math, philosophy, and history). Annotated bibliography.

Mayher, John S., Nancy Lester, and Gordon Pradl. Learning to Write--Writing to Learn. Montclair: Boynton/Cook, 1983.
A very readable introduction to its subject. Makes the point that one learns to write by writing and that writing provides a means of learning. Summarizes recent research findings, provides numerous extensive examples of student and teacher

responses, supplies exercises to encourage the reader to experiment with the issues raised by writing. Discusses the writing process, grammar, vocabulary study, the research paper. Includes concrete suggestions for using writing to learn, K-14, and for helping colleagues in other disciplines to use student writing as a teaching tool.

Miles, Josephine. Working Out Ideas: Predication and Other Uses of Language. Berkeley: Bay Area Writing Project, 1979.

Analyzes problems in student writing as failures to form clear predications and build detail upon those. Suggests methods for helping students to develop their rational abilities by using such patterning. Discusses styles in composition with examples from a range of British and American writers from the sixteenth to the twentieth century. Demonstrates how creation of an initial predication affects the grammatical constructions as well as the content that will follow.

Tchudi, Stephen. Writing in the Content Areas: The NEA Inservice Training Program. West Haven: National Education Association, 1984.

This package includes forty specific resources to help teachers of all subjects at all grade levels with practical techniques of teaching writing while teaching other subject matter. Filmstrips, audiotapes, monographs, and producible handouts accompany this program.

Wotring, Anne Miller, and Robert Tierney. Two Studies of Writing in High School Science. Berkeley: Bay Area Writing Project, 1981.

Specific, detailed description of the experience of two students and of the researcher using writing to think about chemistry. Discusses how the writing process developed, how it made the writers feel, what problems were encountered. Draws conclusions about the experience of these writers and of the other 26 writers in the chemistry class. Gives specific suggestions to teachers for encouraging writing to think. Second half of the book discusses the use of expressive writing to teach biology, describes a controlled experiment involving 136 students explaining the variety of writing used. Finds that use of expressive writing as a learning tool increases retention of what students have learned.

*Annotations from Gere.

CHAPTER 1-3 REFERENCES

Adler, Mortimer J. The Paideia Proposal: An Education Manifesto. Manifesto. New York: MacMillian Publishing Company. 1982.

Anderson, Lorin W. "Learning Time and Educational Effectiveness". NASSP Curriculum Report 10 No 2 (1980).

Anderson, T.H. and Armbruster, B.B. "Content Area Textbooks." In R.C. Anderson, J. Osborn, R.J. Tierney, editors, Learning to Read in American Schools: Basal Readers and Content Texts. Hillsdale, New Jersey: Erlbaum. (1984): 193-226.

Anderson, Richard C; Hiebert, Elfrieda H., Scott, Judith A.; Wilkinson, Ian A.G. Becoming A Nation of Readers: The Report of the Commission on Reading. The National Academy of Education, The National Institute of Education, the Center for the Study of Reading. U.S. Department of Education, Washington D.C. 1985.

Applebee, A.N. "Children's Narratives: New Directions." The Reading Teacher 34 (1980): 137-142.

_____. Writing in the Secondary School: English and the Content Areas. NCTE Research Report 21. Urbana: NCTE 1983.

Atkin, R.; Bray, P.; Davison, M.; Herzberger, S.; Humphreys, L.; Selzer, U. "Crosslagged Panel Analysis of Sixteen Cognitive Measures at Four Grade Levels." Journal for Research in Child Development 48(1977): 944-952.

Baumann, James F. "Implications for Reading Instruction from the Research on Teaching and School Effectiveness." Journal of Reading, November (1984): 109-115.

Beck, I.L.; McKeown, M.G.; McCaslin, E.S. "Does Reading Make Sense? Problems of Early Readers." The Reading Teacher 34 (1981): 780-785.

Beck, I.L. "Reading Problems and Instructional Practices." In G.E. MacKinnon and T.G. Waller, editors, Reading Research: Advances in Theory and Practice, Vol. 2. New York: Academic Press (1981): 53-95.

Behling, Herman E. Jr. What Recent Research Says About Effective Classrooms. Maryland State Department of Education, Baltimore, MD. 1981.

Berliner, David C. "The Half-Full Class: A Review of Research on Teaching", In Using What We Know About Teaching. edited by Philip L. Hosford. Alexandria, Virginia: Association for Supervision and Curriculum Development. 1984.

Bloom, Benjamin S. "Time and Learning". American Psychologist 29(1974): 33-38.

_____. "Learning for Mastery". In Evaluation Comment. Los Angeles: Center for the Study of Evaluation of Instructional Programs, University of California. 1968.

Boyer, Ernest L. High School: A Report on Secondary Education in America. New York: Harper & Row Publishers. 1983.

Brannon, Lil. "Toward a Theory of Composition". In Perspectives On Research and Scholarship in Composition, Ben W. McClelland and Timothy R. Donovan, Editors. New York: MDA. 1986.

Britton, James; Burgess, Tony; Martin, Nancy; McLeod, Alex; and Rosen, Harold. The Development of Writing Abilities (11-18). London: Mac Millan Educational Ltd. 1975.

Britton, James. "The Composing Process and the Functions of Writing". In Research on Composing: Points of Departure, edited by Charles R. Cooper and Lee Odell. Urbana Illinois: National Council of Teachers of English. 1978.

Brophy, J.E. and Evertson, C.M. Learning from Teachers: A Developmental Perspective. Boston, Massachusetts: Allyn and Bacon. 1976.

Bruce, B.C. "A New Point of View on Children's Stories." In R.C. Anderson, J. Osborn, R.J. Tierney, editors, Learning to Read in American Schools: Basal Readers and Content Texts. Hillsdale, New Jersey: Erlbaum. (1984): 153-174.

Bruner, Jerome. "Language as an Instrument of Thought." Problems of Language and Learning. Editor, A. Davis. London: Social Science Research Council. (1975): 61-68.

Capobianco, E. Sharon. "What Constitutes a Good Reading Program: A Brief Survey of the Literature". Paper presented to the Rhode Island Board of Regents, November 23, 1982.

Carroll, J. A. "A Model of School Learning". Teachers College Record 64. 1963.

Chall, J.S. Readability: An Appraisal of Research and Application. Columbus, Ohio: Ohio State University. 1958.

_____. Learning to Read: The Great Debate. New York: McGraw-Hill. 1967.

_____. Learning to Read: The Great Debate, 2nd edition. New York: McGraw-Hill. 1983.

_____. "Readability and Prose Comprehension: Continuities and Discontinuities." In J. Flood, editor, Understanding Reading Comprehension: Cognition, Language and the Structure of Prose. Newark, Delaware: International Reading Association. 1984.

Chomsky, C. "Stages in Language Development and Reading Exposure." Harvard Educational Review 42 (1972): 1-33.

Clark, Eve V.. "What's in a Word: On the Child's Acquisition of Semantics in His First Language." In Cognitive Development and the Acquisition of Language, edited by T. Moore. New York: Academic Press. 1973.

Collins, John. Administering Writing Programs: A Workshop Leader's Handbook. Chelmsford, MA: The Network. 1981.

Connecticut Department of Education. Connecticut Language Arts Guide. Hartford, Connecticut. 1981.

Cullinan, Bernice and Fitzgerald, Sheila. "Readability Formulas Play Too Dominant a Role!". Rhode Island Reading Review 2, No 1 (1985): 27-29.

Dale, Philip S. Language Development: Structure and Function, Second Edition. New York: Holt Rinehart & Winston. 1976.

Dore, John. "Holophrases, Speech Acts and Language Universals." Journal of Child Language 2 (1975): 21-40.

Durkin, D. Children Who Read Early: Two Longitudinal Studies. New York: Teachers College Press. 1966.

_____. "What Classroom Observations Reveal About Reading Comprehension". Reading Research Quarterly 15 (1978-79): 481-533.

Eder, D. and Felmlee, D. "The Development of Attention Norms in Ability Groups." In P. Peterson, L. Wilkinson, N. Hallinan, editors, The Social Context of Instruction. Orlando, Florida: Academic Press (1983): 189-208.

Educational Products Information Exchange. Report on a National Study of the Nature and the Quality of Instructional Materials Most Used by Teachers and Learners, Tech. Report No. 76. New York: EPIE Institute. 1977.

Elley, W.B.; Barham, J.H.; Lamb, H.; Wylie, M. "The Role of Grammar in a Secondary School English Curriculum." Research in the Teaching of English 10 (1976): 5-21.

Englemann, S. and Bruner, E.C. Distar Reading I, II: An Instructional System, Second Edition. Chicago, Illinois: Science Research Associates, 1974.

Fielding, L.G.; Wilson, P.T.; Anderson, R.C. " A New Focus on Free Reading: The Role of Trade Books in Reading Instruction." In T.E. Raphael and R. Reynolds, editors, Contexts of Literacy. New York: Longman. In Press.

Fischer, C.W.; Berliner, D.; Filby, N.; Marliave, R.; Cohen, L.; Dishaw, M.; Moore, J. "Teaching Behaviors, Academic Learning Time, and Student Achievement: An Overview." In C. Denham and A. Lieberman, editors, Time to Learn. Washington, D.C.: National Institute of Education (1980): 7-32.

Flower, Linda and Hayes, John R. "A Cognitive Process Theory of Writing". College Composition and Communication 32 (1981): 365-387.

Friedman, Paul. Shyness and Reticence in Students. Washington, D.C.: National Education Association. 1980.

Gallagher, M.C. and Pearson, P.D. An Examination of Expository Texts in Elementary Instructional Materials. Paper presented at the National Reading Conference, Clearwater, Florida. 1982.

_____. Fourth Grade Students' Acquisition of New Information from Text. Paper presented at the National Reading Conference, Austin, Texas. 1983.

Gibb, Jack. "Defensive Communication". Journal of Communication 11 (1961): 141-148.

Glass, G.V. The Effectiveness of Four Educational Interventions, Project Report No. 84-A19. Stanford, California: Stanford University, Institute for Research on Educational Finance and Governance. 1984.

Goodlad, John I. A Place Called School: Prospectus for the Future. New York: McGraw-Hill Book Company. 1984.

Goodman, K. and Goodman, Y. "Learning to Read is Natural." In L.B. Resnick and P.A. Weaver, editors, Theory and Practice of Early Reading. Vol. 1. Hillsdale, New Jersey: Erlbaum. (1979): 137-154.

Graves, Donald H. A Researcher Learns to Write: Selected Articles and Monographs. Exeter: Heinemann 1984.

Greany, V. "Factors Related to Amount and Type of Leisure Time Reading." Reading Research Quarterly 15 (1980): 337-357.

Hare, V.C. and Milligan, B. "Main Idea Identification: Instructional Explanations in Four Basal Reader Series." Journal of Reading Behavior 16 (1984): 189-204.

Harnischfer, Annegret and Wiley, David. "The Teaching Learning Process in Elementary Schools: A Synoptic View". Curriculum Inquiry 6 (1976): 15-43.

Harste, J.C.; Burke, C.L.; Woodward, V.A. "Children's Language and World: Initial Encounters with Print." In J. Langer and M. Trika Smith-Burke, editors, Reader Meets Author/Bridging the Gap. Newark, Delaware: International Reading Association. (1982): 105-131.

Herman, P.A. Incidental Learning of Word Meanings from Expository Texts that Systematically Vary Text Features. Paper presented at the National Reading Conference, St. Petersburg, Florida. December 1984.

Hersh, Richard H. "What Makes Schools, Teachers More Effective?". Catalyst, Fall (1982): 4-8.

Heyns, B. Summer Learning and the Effects of Schooling. New York: Academic Press. 1978.

Hiebert, E.H. "An Examination of Ability Grouping for Reading Instruction." Reading Research Quarterly 18 (1983): 231-255.

Hogañ, Linda. "Components of Exemplary Reading Programs". Rhode Island Reading Review 2 No. 1, October (1985).

Holdzkom, David; Reed, Linda J.; Porter, E. Jane; Rubin Donald L. Research Within Reach: Oral and Written Communication. The National Institute of Education, Washington, D.C. 1981.

Hughes, A.; Bernier, S.A.; Thomas, N.; Bereiter, C.; Anderson, V.; Curren, L.; Lebo, J.D.; Overberg, J.A. The Headway Program. LaSalle, Illinois: Open Court. 1982.

Humphreys, L.G.; and Davey, T.C. Anticipation of Gains in General Information: A Comparison of Verbal Aptitude, Reading Comprehension, and Listening. Tech. Rep. No. 282. Urbana, Illinois: University of Illinois, Center for the Study of Reading. 1983.

Johnson, D.D.; and Baumann, J.F. "Word Identification." In P.D. Pearson, editor, Handbook of Reading Research. New York: Longman. (1984): 583-608.

Johnson, Dale and Pearson, P. David. Teaching Reading Vocabulary. New York: Holt, Rinehart and Winston. 1978.

Kulik, C.C. and Kulik, J.A. "Effects of Ability Grouping on Secondary School Students: A Meta-Analysis of Evaluation Findings." American Educational Research Journal 19 (1982): 415-428.

Mayher, John S.; Lester, Nancy; and Pradl, Gordon. Learning to Write -- Writing to Learn. Montclair: Boynton/Cook. 1983.

McCroskey, James C. Quiet Children and the Classroom Teacher. A Theory and Research into Practice Monograph. Urbana, Illinois; ERIC Clearinghouse on Reading and Communication Skills and Annandale, Virginia: Speech Communication Association. 1977.

McGuire, Marion L. and Bumpus, Marguerite J. Reading Comprehension Skills: A Systems Approach. New London, Connecticut: Croft Educational Services, Inc. 1972.

Murray, Donald M. A Writer Teaches Writing, 2nd ed. Boston: Houghton Mifflin. 1985.

Nagy, W.E.; Herman, P.A.; Anderson, R.C. "Learning Words from Context." Reading Research Quarterly 20 (1985): 233-253.

Olson, D.R. "See! Jumping! "Some Oral Language Antecedents of Literacy." In H. Goelman, A. Oberg and F. Smith, editors. Awakening to Literacy. Exeter, New Hampshire: Heinemann. (1984): 185-192.

Pearson, P. David (Editor). Handbook of Reading Research. New York: Longman, Inc. 1984.

Pearson, P. David. "Changing the Face of Reading Comprehension Instruction." The Reading Teacher, April (1985): 724-738.

Piaget, Jean. Language and Thought of a Child. Translated by Marjorie Bagain. New York: Free. 1965.

Resnick, D.P. "Testing in America: A Supportive Environment." Phi Delta Kappa 62 (1981): 625-628.

Ruddell, R.B. "The Effect of Oral and Written Patterns of Language Structure on Reading Comprehension." The Reading Teacher 18 (1965): 270-275.

Samuels, S. Jay. "Characteristics of Exemplary Reading Programs." In Comprehension and Teaching, edited by John T. Guthrie. Newark, Delaware: International Reading Association. 1981.

Sizer, Theodore. Horace's Compromise: The Dilemma of The American High School. Boston: Houghton Mifflin Company. 1984.

Slavin, R.E. "Team Assisted Individualization: Cooperative Learning and Individualized Instruction in the Mainstreamed Classroom." Remedial and Special Education 5 (1984): 33-42.

Slavin, R.E. and Karweit, N.L. "Mastery Learning and Student Teams: A Factorial Experiment in Urban General Mathematics Classes." American Educational Research Journal 21 (1984): 725-736.

Stein, N.L. and Trabasso, T. "What's in a Story: An Approach to Comprehension and Instruction." In R. Glaser, editor, Advances in Instructional Psychology, Vol. 2. Hillsdale, New Jersey: Erlbaum. (1982): 212-254.

Stallings, Jane. "Allocated Academic Learning Time Revisited or Beyond Time on Task." Educational Leadership (1980).

Tompkins, Gail and McKenzie, Lee. "The Writing Process." In Write Angles: Strategies for Teaching Composition. Oklahoma Writing Project: University of Oklahoma and Oklahoma State Department of Education. 1985.

Vygotsky, L.S. Mind In Society. Cambridge, Massachusetts: Harvard University Press. 1978.

Weaver, Carl W. Human Listening: Processes and Behavior. Indianapolis: Boobs-Merrill. 1972.

Weaver, Phyllis and Shonkoff, Fredi. Research Within Reach: A Research-Guided Response to Concerns of Reading Educators. Research and Development Interpretation Services, Washington, D.C.: National Institute of Education. 1978.

Wilkinson, I.A.G. and Brown, C.A. "Oral Reading Strategies of Year One Children as a Function of Level of Ability and Method of Instruction." Reading Psychology 4 (1983): 1-9.

Williams, J.P. "The Case for Explicit Decoding Instruction." In J. Osborn, P.T. Wilson, R.C. Anderson, editors, Reading Education: Foundations for a Literate America. Lexington, Massachusetts: Lexington Books. (1985): 205-213.

Willows, D.M.; Borwick, D.; Hayvren, M. "The Content of School Readers." In G.E. MacKinnon and T.G. Waller, editors, Reading Research: Advances in Theory and Practice, Vol. 2. New York: Academic Press. (1981): 97-175.

Wilson, P.T. and Anderson, R.C. "Reading Comprehension and School Learning." in J. Osborn, P.T. Wilson, & R.C. Anderson, editors. Reading Education: Foundations for a Literate America. Lexington, Massachusetts: Lexington Books (1985): 319-328.

APPENDIX A

Criteria for Evaluating Instruments and Procedures for Assessing Speaking and Listening

CRITERIA FOR EVALUATING INSTRUMENTS AND PROCEDURES FOR ASSESSING SPEAKING AND LISTENING*

The following criteria may be applied to published and unpublished instruments and procedures for assessing speaking and listening skills of children and adults. The criteria are organized around (a) content considerations, which deal primarily with the substance of speaking and listening instruments and procedures, and (b) technical considerations, which deal with such matters as reliability, validity and information on administration.

1. Stimulus materials should require the individual being tested to demonstrate skill as a speaker or listener.

2. Assessment instruments and procedures should clearly distinguish speaking and listening performance from reading and writing ability; i.e., inferences of speaking and listening competence should not be made from tests of reading and writing, and directions and responses for speaking and/or listening tests should not be mediated through reading and writing modes.

3. Assessment instruments and procedures should be free of sexual, cultural, racial, and ethnic content and/or stereotyping.

4. Assessment should confirm the presence or absence of skills, not diagnose reasons why individuals demonstrate or fail to demonstrate those skills.

5. Assessment should emphasize the application of speaking and listening skills that relate to familiar situations, i.e., stimulus materials should refer to situations recognizable to the individual being tested and should facilitate demonstration of skills rather than demonstration of content mastery.

6. Assessment should test skills that are important for various communication settings (e.g., interpersonal, small group, public, and mass communication settings) rather than be limited to one setting.

7. Assessment should permit a range of acceptable responses, where such a range is appropriate.

8. Assessment should demonstrate that outcomes are more than just chance evidence; i.e., assessment should be reliable.

9. Assessment should provide results that are consistent with other evidence that might be available.

10. Assessment should have content validity.

11. Assessment procedures should be standardized and detailed enough so that individual responses will not be affected by the administrator's skills in administering the procedures.

12. Assessment procedures should approximate the recognized stress level of oral communication; they should not increase or eliminate it.

13. Assessment procedures should be practical in terms of cost and time.

14. Assessment should involve simple equipment.

15. Assessment should be suitable for the developmental level of the individual being tested.

*Developed by Philip M. Backlund, Kenneth L. Brown, Joanne Gurry, and Fred E. Jandt acting as a subgroup of the Speech Communication Association's Educational Policies Board Task Force on Assessment and Testing. Approved and endorsed by the Educational Policies Board and the Administrative Committee of the Speech Communication Association.

APPENDIX B

ESSENTIALS OF ENGLISH

The study of English includes knowledge of the language itself, development of its use as a basic means of communication, and appreciation of its artistry as expressed in literature. Teachers of English trace the origins of the language in the past, study its development in the present, and recognize that continuing change in the future will keep the language and the literature alive, flexible and adaptable to the highest expression of which the human being is capable.

The use of English involves skills in reading, writing, speaking, listening and observing. The development of these skills is a lifelong process. The extent to which they are developed can influence an individual's ability to become self-sufficient and lead a productive life.

LANGUAGE

Language is a subject worthy of study in itself, but language in use always exists in a setting involving people and situations. Language is a primary way individuals communicate what they think and feel. They find self-identity through language, shape their knowledge and experience by means of it, and depend upon it as a lifelong resource for expressing their hopes and feelings.

Children acquire language at an early stage and internalize much of its grammar through use before formal training in school begins. Continuing attention to language makes students aware how language functions and helps them control and use it in increasingly effective ways. Language is therefore basic to learning in all disciplines. Skillful use of language may be the single most important means of realizing the overarching goal of education to develop informed, thinking citizens.

By studying language, students should

- learn how the English language has developed, continues to change, and survives because it is adaptable to new times
- understand that varieties of English usage are shaped by social, cultural, and geographical differences
- recognize that language is a powerful tool for thinking and learning
- become aware how grammar represents the orderliness of language and makes meaningful communication possible
- recognize how context—topic, purpose, audience—influences the structure and use of language

Essentials of English

- understand how language can act as a unifying force among the citizens of a nation

LITERATURE

Literature is the verbal expression of the human imagination and one of the primary means by which a culture transmits itself. The reading and study of literature add a special dimension to students' lives by broadening their insights, allowing them to experience vicariously places, people, and events otherwise unavailable to them, and adding delight and wonder to their daily lives.

Through their study and enjoyment of literature, students should

- realize the importance of literature as a mirror of human experience, reflecting human motives, conflicts, and values
- be able to identify with fictional characters in human situations as a means of relating to others; gain insights from involvement with literature
- become aware of important writers representing diverse backgrounds and traditions in literature
- become familiar with masterpieces of literature, both past and present
- develop effective ways of talking and writing about varied forms of literature
- experience literature as a way to appreciate the rhythms and beauty of the language
- develop habits of reading that carry over into adult life

COMMUNICATION SKILLS

Communication is language in action, by which individuals participate in the affairs of society through reading, writing, speaking, listening, and using electronic media. The study of English develops fundamental communication skills that prepare students to engage in fluent and responsible communication and to analyze information that comes to them.

NCTE

Reading

Students should

- recognize that reading functions in their lives as a pleasurable activity as well as a means of acquiring knowledge
- learn from the very beginning to approach reading as a search for meaning
- develop the necessary reading skills to comprehend material appearing in a variety of forms
- learn to read accurately and make valid inferences
- learn to judge literature critically on the basis of personal response and literary quality

Writing

Students should

- learn to write clearly and honestly
- recognize that writing is a way to learn and develop personally as well as a way to communicate with others
- learn ways to generate ideas for writing, to select and arrange them, to find appropriate modes for expressing them, and to evaluate and revise what they have written
- learn to adapt expression to various audiences
- learn the techniques of writing for appealing to others and persuading them
- develop their talents for creative and imaginative expression
- recognize that precision in punctuation, capitalization, spelling, and other elements of manuscript form is a part of the total effectiveness of writing

Speaking

Students should learn

- to speak clearly and expressively about their ideas and concerns
- to adapt words and strategies according to varying situations and audiences, from one-to-one conversations to formal, large-group settings
- to participate productively and harmoniously in both small and large groups
- to present arguments in orderly and convincing ways
- to interpret and assess various kinds of communication, including intonation, pause, gesture, and body language that accompany speaking

Listening

Students should

- learn that listening with understanding depends on determining a speaker's purpose
- learn to attend to detail and relate it to the overall purpose of the communication
- learn to evaluate the messages and effects of mass communication

Using Media

Students should

- become aware of the impact of technology on communication and recognize that electronic modes such as recording, film, television, videotape, and computers require special skills to understand their way of presenting information and experience
- realize that new modes of communication demand a new kind of literacy

THINKING SKILLS

Because thinking and language are closely linked, teachers of English have always held that one of their main duties is to teach students *how* to think. Thinking skills, involved in the study of all disciplines, are inherent in the reading, writing, speaking, listening and observing involved in the study of English. The ability to analyze, classify, compare, formulate hypotheses, make inferences, and draw conclusions is essential to the reasoning processes of all adults. The capacity to solve problems, both rationally and intuitively, is a way to help students cope successfully with the experience of learning within the school setting and outside. These skills may be grouped in three major categories.

Creative Thinking

Students should learn

- that originality derives from the uniqueness of the individual's perception, not necessarily from an innate talent
- that inventiveness involves seeing new relationships
- that creative thinking derives from their ability not only to look, but to see; not only to hear, but to listen; not only to imitate, but to innovate; not only to observe, but to experience the excitement of fresh perception

Logical Thinking

Students should learn

- to create hypotheses and predict outcomes
- to test the validity of an assertion by examining the evidence
- to understand logical relationships
- to construct logical sequences and understand the conclusions to which they lead
- to detect fallacies in reasoning
- to recognize that "how to think" is different from "what to think"

Essentials of English

Critical Thinking

Students should learn

- to ask questions in order to discover meaning
- to differentiate between subjective and objective viewpoints; to discriminate between opinion and fact
- to evaluate the intentions and messages of speakers and writers, especially attempts to manipulate the language in order to deceive
- to make judgments based on criteria that can be supported and explained

THE RESPONSIBILITY OF TEACHERS OF ENGLISH

The study of English offers varied opportunities for the individual to mature intellectually and emotionally. We believe in basic competency in English as a means by which the individual can acquire self-sufficiency and work independently in all disciplines. We believe further in challenges to both the analytical and creative capabilities of our students.

Toward accomplishing these aims, we as teachers of English hold ourselves responsible for

- helping all students become literate and capable of functioning in an increasingly complex society
- directing them to read and view materials appropriate to their abilities and interests
- encouraging them to exchange ideas, listen perceptively, and discuss vigorously
- urging them to write honestly in the spirit of open inquiry
- helping them expand their interests and reach their fullest potential through language

By contributing in these ways, we hope to expand the capacities of the human intellect and to preserve the tradition of free thought in a democratic society.

For additional copies of this brochure, send request prepaid to the NCTE Order Department, 1111 Kenyon Road, Urbana, Illinois 61801. Up to 14 free; 15 or more, $.05 each.

Approved October 1982
by the Executive Committee,
National Council of Teachers of English